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THE UNIVERSITY OF ALBERTA

THE ROLE OF THE PHYSICAL EDUCATION SUPERVISOR IN ALBERTA

by

© MICHAEL SIDNEY HIRD

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA
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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to The Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Role of the Physical Education Supervisor in Alberta" submitted by Michael Sidney Hird in partial fulfilment of the requirements for the degree of Master of Education.

Stuart G. Robbins
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Date 25th April 1974

ABSTRACT

The main purpose of this study was to examine the actual and preferred role of the physical education supervisor in Alberta as perceived by the supervisors themselves and the physical education teachers working under them. All the physical education supervisors were sent a questionnaire. Teacher responses, related to such characteristics as sex, teaching experience, professional training, age, level of instruction and size of school were examined.

Teachers and supervisors generally agreed that the functions described in the questionnaire were and should be functions of the physical education supervisor. Some of the notable areas of disagreement between supervisors and teachers related to the following. Supervisors perceived that at present they were assisting teachers in solving specific discipline problems, that they were conducting pre-teaching conferences to help teachers plan future activities, that they were instructing teachers or methods of evaluation or grading and that they were encouraging teachers to take university courses to improve professional competence. Teachers did not agree. Supervisors indicated that it should be a supervisor's function to provide the superintendent and school board with an appraisal of the teacher's performance. Teachers reported that it should not.

When analyzing teacher responses related to such characteristics as sex, teaching experience, professional training, age, level of instruction and size of school, the following major areas of

disagreement were noted. Male teachers responded that the supervisors were not at present attending in-service training with his teachers and that they were not providing the superintendent and school board with an appraisal of the teacher's performance. Female teachers indicated that they were. Females responded that the supervisors should teach demonstration lessons themselves. The majority of males did not agree. Teachers with post-graduate degrees indicated that the supervisors should conduct individual pre-teaching conferences to help teachers plan future activities, graduate teachers reported they should not. Junior high school teachers signified that the supervisors should assist teachers with specific discipline problems; high school teachers reported that they should not. High school teachers disagreed that the supervisor was presently teaching demonstration lessons himself; junior high school teachers reported that he was. The majority of large junior high school teachers responded that the supervisor should conduct social meeting to improve group cohesiveness. The majority of small junior high school teachers indicated that they were either uncertain or that they disagreed. Other results from the questionnaire seemed to suggest that supervisors and teachers agreed that approximately 50 percent of the supervisor's time was and should be spent in the schools, while the other 50 percent was and should be spent in the office.

Teachers suggested that more time, than actually is, should be spent on Public Relations by the supervisor. Also, although supervisors suggested that almost half their time is spent on improving instruction, teachers judged 37.2 percent of their time allotted to this area to be sufficient.

Almost half of the teacher respondents reported that they met with their supervisors when required. 20 percent indicated that they met him once a year, and a similar proportion responded once a term.

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The author wishes to express his thanks to his advisor, Dr. S. G. Robbins, for consistant encouragement and guidance throughout the preparation of this document. Particular thanks also goes to Dr. M. F. R. Smith and Dr. R. G. McIntosh for their invaluable suggestions and criticisms.

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CHAPTER ONE

I. INTRODUCTION

'Supervision is an interaction between and among people.'

(Eye, Netzer & Krey, 1965 p. 3).

The primary function of supervision is and always has been to improve the learning situation. Since the turn of the century several factors have had important bearings on the concept of supervision. Ideas on how children learn have changed. There have been major advances in teaching methods. The variety of reference materials and equipment has drastically increased, consequently widening, modifying and strengthening the principles, practices and techniques of instructional supervision.

The tasks demanded of a teacher have become more complex and more broadly conceived than ever before. He is not only expected 'to impart knowledge, but also to inculcate attitudes, develop essential skills, strengthen loyalties, promote allegiance to our way of life and re-inforce moral codes,' (Bartley, 1953 p. 7). Schools today are much larger, as are teaching staffs. Students are also staying in school longer. Each year many new teachers enter the profession and require careful orientation and help in developing instructional skills. The effective modern supervisor must be able to cope with the demands resulting from these changes. His major task is that of helping teachers in the classroom through providing leadership and assistance in identifying and working toward solutions of instructional problems.

II. STATEMENT OF THE PROBLEM

The problem investigated in this study was first to determine the role of the physical education supervisor as it presently exists in Alberta; and secondly to determine the preferred role of the physical education supervisor, as this role is perceived by physical education teachers and the physical education supersivors under whom these teachers work. The following sub-problems were investigated:

1. What is the present role of the physical education supervisor, and the preferred role of the physical education supervisor as perceived by physical education supervisors relative to: a) administration of physical resources? b) program development? c) public relations? d) staffing? e) improving instruction?
2. What is the present role of the physical education supervisor and the preferred role of the physical education supervisor, as perceived by teachers relative to: a) administration of physical resources? b) program development? c) public relations? d) staffing? e) improving instruction?
3. How do teachers and supervisors differ in their perceptions of the present role and the preferred role of the physical education supervisor?

4. Are there any differences in the present and the preferred role of the physical education supervisor, as perceived by teachers, related to such characteristics as sex, teaching experience, professional training, age, level of instruction, and size of school?

5. What percentage of his time do teachers perceive that the physical education supervisor should spend in schools and in the office? What percentage of his time does the supervisor actually spend in schools and in the office?

6. What percentage of his time do teachers perceive the physical education supervisor should spend on administration of physical resources, program development, public relations, staffing, and improving instruction? What percentage of his time does the supervisor actually spend in each of these areas?

7. How often do teachers meet with their supervisors?

III. NEED FOR THE STUDY

The role of the physical education supervisor in Alberta has not been clearly defined. No two supervisors have identical jobs or work in the same way. The present role assumed by each supervisor has been more or less determined by the role developed by his or her predecessor. Superimposed on this role are the personality, strengths and abilities of the incumbent, and the administrative and teaching personnel with whom the incumbent works. Co-workers are important since:

> The expectations held by others are crucial forces shaping the behavior of the supervisor. The latter's own understanding and expectations of himself and his role are also powerful conditioning factors. (Unruh & Turner, 1970, p. 13).

Where there is considerable disagreement between how the supervisor perceives his role and how the teachers perceive it, problems with staff morale and a lowering of instructional efficiency may develop. To the writer's knowledge a study of this kind, in the supervision of physical education area, has not been undertaken before in Canada. The study aimed at defining the role of the physical education supervisor, in a manner acceptable to both supervisor and teacher. Such agreement should result in more effective instructional practices.

IV. DEFINITIONS

An *expectation* is an evaluative standard applied to an incumbent of a position. (Gross, Mason, McEachern, 1958, p. 67).

A *position* refers to a place or location in a social system. It implies a "collection of rights or duties," (Linton, 1936, p. 113).

A *role* is a pattern of activity required of a person in order to validate his eligibility for the position he holds (Trow, 1960, p. 33).

Role conflict is used to refer to the exposure of an individual in a given position to incompatible behavior expectations which cannot be filled realistically (Seeman, 1962, p. 39).

Supervisor of physical education is a person appointed to that position by a board of trustees of a school district in the Province of

Alberta (McLoughlin, 1965, p. 6).

A Physical Education teacher is a teacher who is assigned to teach three or more class sections (not periods) of Junior or Senior High physical education per week (Irwin, 1965, p. 6).

A small Junior High School is one in which there are two or less physical education teachers presently employed.

A large Junior High School is one in which there are at least three physical education teachers presently employed.

V. DELIMITATIONS OF THE STUDY

1. The study is delimited to the information obtained from the questionnaire developed specifically for this purpose.
2. The study is further delimited to those Junior and Senior High School physical education teachers of school systems which employ a supervisor of physical education.
3. The demographic characteristics were restricted to include sex, age, teaching experience, and years of professional training.
4. Finally the study is delimited in attempting to define the role of the physical education supervisor in the Province of Alberta.

VI. LIMITATIONS OF THE STUDY

1. The instrument was used in its present form for the first time during this study.

2. There are at present only sixteen physical education supervisors in Alberta.
3. The sampling may introduce problems concerning generalizability.
4. The study had to rely on what the respondents say concerning the functions presently being carried out by the supervisor.

VII. SCOPE OF THE STUDY

It was decided that the most effective way of acquiring answers to the questions sought, was by using a closed questionnaire. The open end type of questionnaire was decided against because it was felt that the responses would not include enough supervisory functions from which adequate conclusions could be reached. The questionnaire attempts to include a complete list of typical supervisory functions which a physical education supervisor may be expected to perform. Anonymity of the questionnaire was stressed thus allowing respondents to make their selections freely. Items were drawn and adapted from three main sources: Hrynyk (1963), Wiles (1956) and Irwin (1969) and organized into five categories: administration of physical resources, program development, public relations, staffing function, and improving instruction which included individual assistance, group assistance, motivation and demonstration teaching.

The population for the study consists of all the secondary physical education teachers in Alberta working under physical education supervisors. This consequently means that only those physical education teachers employed by the Edmonton Public, Edmonton Separate, the Calgary Public, Calgary Separate and the Lethbridge Public School Boards were included. No names were excluded from the study population.

The random sample was composed of 25 percent of each of six teacher categories and included:

29 female teachers employed in a small junior high school;
19 female teachers employed in a large junior high school;
17 male teachers employed in a small junior high school;
26 male teachers employed in a large junior high school;
25 female teachers employed in a high school;
18 male teachers employed in a high school.

VII. ORGANIZATION OF THE THESIS

The report has been organized in the following way: Chapter 2 contains a review of the literature and research pertaining to role analysis, role conflict and supervision. Chapter 3 describes the procedures followed, the selection of the sample, the questionnaire, its distribution and collection of data, how the data was processed and the statistical method used to analyze the data. Chapter 4 concerns an analysis of the two respondent groups, inter- and intra-group consensus. Chapter 5 analyzes the different teacher characteristics and compares their responses to the actual and preferred role of the physical education supervisor's role. Finally, Chapter 6 summarizes the findings and conclusions and presents a number of recommendations.

CHAPTER TWO

REVIEW OF THE LITERATURE

The primary intent of this investigation was to attempt to define the physical education supervisor's role. However, in order to move toward this objective it was first necessary to examine certain theoretical and operational problems related to role analysis.

This chapter presents a review of the literature pertaining to the whole concept of role theory and supervision. Each is broken down into several sub-headings and is dealt with in the following order: role and status, role expectations, role conflict, models for role analysis, the function of supervision, supervision and individual assistance, supervision and group process, the staffing function, and a summary.

I. ROLE AND STATUS

Throughout the literature of the social sciences many definitions of role are suggested. A number of studies attempted to clarify 'the relationship of individuals and groups to multiple social systems' (Toews, 1970, p. 11).

Linton (1936) an anthropologist, emphasizes cultural patterns in defining role. He maintains that the terms role and status are inseparable and that any kind of distinction is only academic. He writes:

> A status, as distinct from the individual who may occupy it is simply a collection of rights and duties. ... A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts rights and duties which constitute the status into effect, he is performing a role. (pp. 113-114).

Chinoy (1962) takes the same view, suggesting that "status is a socially identifiable position; role is the pattern of behavior expected of persons who occupy a given status (p. 29)." He continues by identifying role and status as:

> ... the link between society, as the network of relations among individuals participating as members of a complex array of social groups within a larger whole, and culture... that complex whole which includes knowledge, belief, art, morals, law, custom and any capabilities and habits acquired by man as a member of society (pp. 20 and 29).

In spite of numerous definitions of this kind the terms role and status are frequently used ambiguously. In a later book Linton (1945) asserts status as synonymous with place or office. "The place in a particular system which a certain individual occupies at a particular time will be referred to as his status with respect to that system (p. 76)."

Sarbin (1954) defines status or position in terms of "actions expected of the occupant and the actions he may expect from others (p. 225)," while at the same time defining role as "... a patterned sequence of learned actions or deeds performed by a person in an interaction situation (p. 225)."

Newcombe (1951) attempts to differentiate between role and status as "ways of behaving which are expected of any individual who occupies a certain position. . . (p. 280)." Finally Linton (1945) views role and status more as "the attitudes, values and behavior ascribed by society to all persons occupying this status (p. 27)."

On the basis of these definitions, this study uses the term role in the sense of a behavioral standard rather than an actual enactment of the role.

II. ROLE EXPECTATION

It is generally agreed in the literature Richardson (1969), Stodgill, Scott & Janes (1948), Newcombe (1951), Sarbin (1954) and Tolman (1962) that a role incumbent acts according to expectations held for him, and how he assesses these expectations in relation to his own needs. Sarbin (1954) says role expectations "are bidimensional, for every role expectation of others, there is a reciprocal role expectation of self (p. 42)."

Tolman (1962) in discussing role expectation supports this view:

> . . . these expectations that individuals, in given statuses will behave in such and such ways are called role expectations. This term has a double meaning. It applies not only to the expectations of the others. . . that ego will behave in certain ways, but it applies as well to the expectations of ego that if he behaves in these expected ways, the others will meet his behavior with approval. . . and with other appropriate, complementary meshing behaviors of their own (p. 350).

Each individual, or group, within any social system has developed some kind of a concept of what behaviors are deemed worthy of the occupant of a particular focal position. This incumbent can fulfill the role within the range of these expectations; he has a certain degree of freedom. The groups which influence the incumbent's role are referred to as reference groups, alter groups, or counter-position groups. If the occupant fails to fulfill these expectations, or engages in prohibited behavior, these groups are able to exert sanction (Stodgill, Scott & Janes, 1948).

Richardson (1969) points out that the verb 'to expect' is used by various authors in different ways. She gives the following example: "I expect that he will be here on time," implying that external situations look promising. On the other hand, "I expect that he would be here on time," indicates that the onus is placed on the individual arriving and the speaker is announcing in effect that he will be disappointed in the behavior of the missing one if he is not prompt.

Sarbin (1954) uses the former meaning of the term 'expectation' when writing:

> ... a position in a social structure is a set of expectations or acquired anticipatory reactions. That is to say, the person learns (a) to expect or anticipate certain actions from other persons, and (b) that others have expectations of him (p. 223).

Newcombe (1951) uses the latter meaning when he comments that roles are "ways of behaving which are expected of any individual who occupied a certain position (p. 280)."

Role expectation used in the study will be "an evaluative standard applied to an incumbent of a position (Gross, Mason, McEachern 1958, p. 67)."

III. ROLE CONFLICT

Sarbin (1954) suggests that the role conflict occurs when "a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of the others p. 255." However, Gross (1958) points out that conflict can also develop "from contradictory expectations held for the incumbent of a single position p. 5." The following model by Campbell, Corbally and Ramseyer (1962) helps to illustrate how an administrator is affected by four main alter groups; each group holding its own expectations.

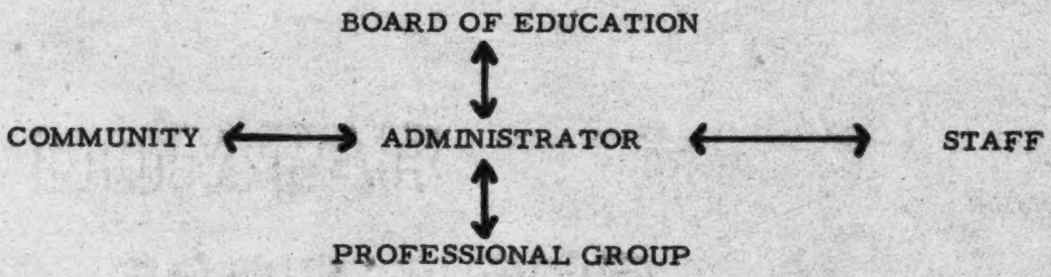

Figure 1.

The Administrator's Main Alter-Groups (p. 206).

This illustration could be used with a variety of referrent groups to show how role conflict may affect an incumbent in any role.

Parsons (1961) included in role conflict "situations in which an actor may be exposed to incompatible expectations as a consequence of his occupying a single position (p. 243)." The physical education supervisor, for example, may have trouble defining his own role from the expectations of teachers, principals, superintendents. Gross et al (1958) conducted trial interviews and found that conceptualizations of role conflict contained certain inadequacies. From the interviews they discovered that the "actors frequently were exposed to incongruent expectations as incumbents of single positions (p. 5)." Later they write:

> We were forced to change our thinking about the resolution of role-conflict from a concern of why an actor selects one position over another, to why an actor conforms to one rather than another expectation for his behavior (p. 6).

Getzels and Guba (1957) believe that role conflict can be reduced and in many cases overcome. When concerned with staff relations, they perceive the major administrative task as that which will "integrate the demands of the institution and the demands of the staff members in a way that is organizationally productive and individually fulfilling (p. 427)." They continue by suggesting that the "... task of administration seeking to develop high morale, is the maintenance of reasonable levels of agreement among expectations, needs and goals (p. 440)."

IV. MODELS FOR ROLE ANALYSIS

Getzels and Guba (1957) who base their work on that of Parsons[1] present us with a model viewing administration as a social process:

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[1] For a review of the socral theory of Parsons, see Max Black (ed.) The Social Theories of Talcott Parsons. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

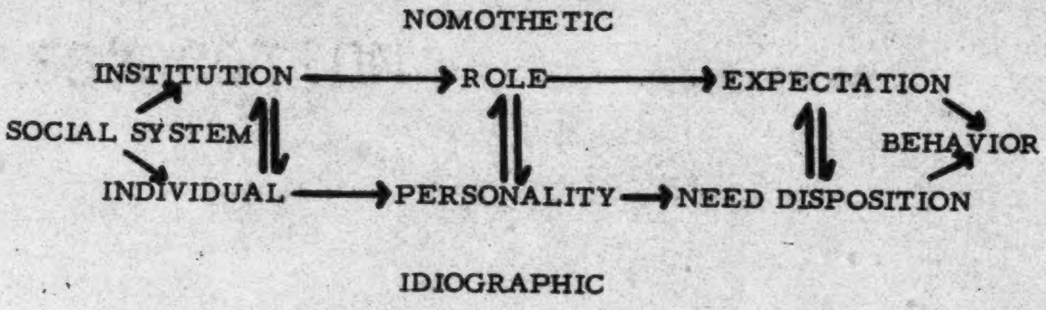

Figure 2.

General model showing NOMOTHETIC and IDIOGRAPHIC dimensions of social behavior (p. 249).

Any given behavioral act can be conceived as occurring at some position represented by the dotted line through the role and personality possibilities represented by the rectangle. Towards the left the act is largely dictated by expectations; it is noticed that the proportion dictated by these expectations is small. At the right the opposite is true. The majority of schools are probably near the middle, but this can obviously vary with the role, the person and the situation.

> We conceive of the social systems as involving two major classes of phenomena, which are at once conceptually independent and phenomenally interactive. There are first the institutions with certain roles and expectations that will fulfill the goals of the system. Second, inhabiting the system, there are the individuals, with certain personalities and need dispositions, whose interactions comprise what we generally call 'social behavior.' Social behavior may be apprehended as a function of the following major elements: institution, role and expectation, which together constitute the nomothetic, or normative dimension of activity, in a social system; and individual, personality, and need disposition, which together constitute the idiographic, or personal, dimension of activity in

a social system (Getzel & Guba pp. 423-441).

The fundamental idea of this model (Figure 2) is that

> . . . Social behavior results as the individual attempts to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his own independent pattern of needs (Getzels & Guba p. 429).

Roles, however, differ to a great extent depending on how much the incumbent's behavior is controlled by role expectations and personality needs. Getzels and Guba (1954) again supply us with a graphical model.

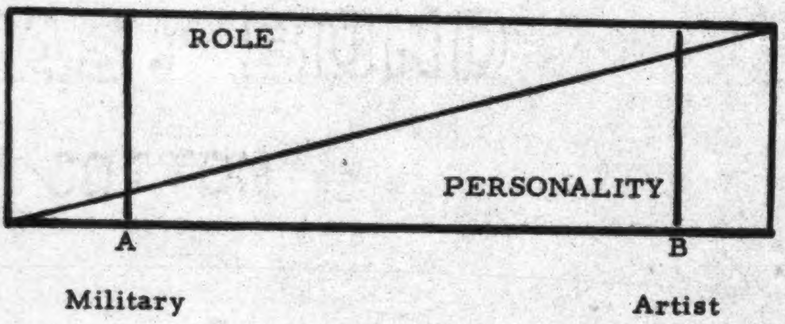

Figure 3.

The Interaction of Role & Personality in a behavior act (Getzels & Guba, 1954, p. 170).

Getzels & Guba (1957) offer the following comments, when discussing the conflicting expectations that often confront an individual when fulfilling his role.

> Each individual occupies a number of roles defined by his group. . . . Since the actor filling the role is himself a member of the group that defines the role, he will in general share the expectations of the role, and the expectations will have for him a legitimacy that stems from mutual acceptance. The actor thus feels an internal obligation to conform to the role even when in some respects the role expectations run counter to his own needs (p. 165).

V. THE FUNCTIONS OF SUPERVISION

Despite dramatic changes in the conception and practice of supervision since the mid-nineteenth century, the overall aim, that of improving the learning situation for students, has remained fundamentally the same. From the traditional autocratic, inspectional supervisory role has evolved the 'modern theory' of supervision directed more towards leadership which encourages all school personnel to cooperate and participate in planning a more effective instructional program.

The transition from early efforts at supervision to present day practices and theory includes several significant characteristics. Supervision by religious and civil-lay bodies was gradually replaced by supervision by professional personnel. There developed a growing concern over the difficulty in separating administrative functions from supervisory functions. Supervisory activity was initiated and carried out at several levels - for example, within the school building unit, throughout the school district, and at the county and state levels (McKean & Mills pp. 4 & 5).

Burton and Brueckner (1953) contrast traditional and modern supervision by using the following terms: inspectional vs. study and analysis; teacher-focused vs. focused on aim, material, method, teacher, pupil and environment; visitation and conference vs. many diverse functions; one person usually vs. many persons; imposed and authoritarian vs. derived and cooperative; random and haphazard or a meagre formal plan vs. definitely organized and planned.

Bartky (1953) sees basically seven concepts of supervision; autocratic, inspectional, representative, cooperative, democratic, invitational, scientific, creative. He then notes the following similarities: all define the same purposes of supervision, namely improved learning situations; all imply that there is some agent or agency necessary to give direction to this purpose; all indicate that there is a dynamic element in this purpose; and all promote some methodology for attacking the problem of improving instruction (Bartkey p. 21).

Enns (1968) describes supervision by placing the functions into five categories: the staffing function, involving recruitment, selection, orientation and placement of teachers, development of conditions of employment and retention; the motivation and stimulus function encourages the teacher to aspire to high standards of educational practice; the consultation function helps teachers 'maintain their professional knowledge and competence' by organizing and providing in-service education and making available adequate resource material; the program development function involves the development of new courses, variation in subject content and experimentation in teaching techniques; the evaluation function involves obtaining feed-back on the effectiveness of the operation in order to measure progress towards goals.

Unruh and Turner (1971) view supervision in the following way

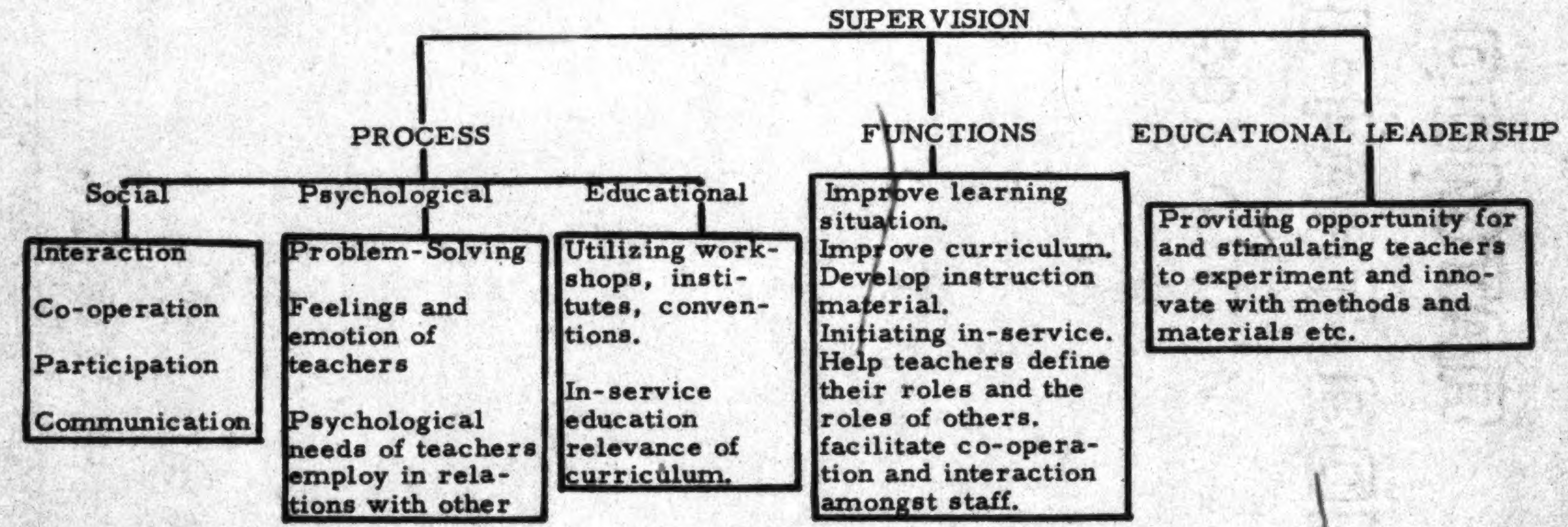
SUPERVISION
PROCESS
FUNCTIONS
EDUCATIONAL LEADERSHIP
Social
Psychological
Educational
Interaction
Co-operation
Participation
Communication
Problem-Solving
Feelings and emotion of teachers
Psychological needs of teachers employ in relations with other
Utilizing workshops, institutes, conventions.
In-service education relevance of curriculum.
Improve learning situation.
Improve curriculum.
Develop instruction material.
Initiating in-service.
Help teachers define their roles and the roles of others.
facilitate co-operation and interaction amongst staff.
Providing opportunity for and stimulating teachers to experiment and innovate with methods and materials etc.

Figure 4.

The Concept of Supervision adapted from (Unruh & Turner, 1971).

More recently Williams (1972) describes good supervision as requiring a keen insight into the following basic areas: goals, organization, changing attitudes and behaviors, democratic processes, experimentation and the flow of ideas, self-improvement, decentralization of authority, staff and budget requirements, accreditation, change, educational research and staff morale (pp. 42-43).

Assisting the Individual

Andrews (1962) outlines a variety of principles to be considered by supervisors when facing teachers on an individual basis. He suggests an examination of existing provision for supervision in the schools to ensure that they do not in fact, constitute a denial of professionalism in the teachers. Andrews advises taking an interest in the teachers, showing consideration for their interests. As many as possible of the sources of frustration for teachers ought to be removed. Discussion with teachers as to what should be expected of them in the way of specific duties and of general performance of the teaching job is strongly advised. Supervisors should attempt to treat all teachers on the staff as competent, professional people until they demonstrate that they are not. Constant encouragement to teachers to feel personally responsible for the school as a whole by seeking their advice on important policy matters is also suggested. Make a point of recognizing the accomplishments of staff members, as well as providing frequent opportunities for staff members to meet socially under informal circumstances; finally, supervisors should show themselves to be keenly interested in the education of children, be vigorous in their attempt to improve the operation of the school, and reasonably courageous in implementing new practices.

Both teachers and supervisors seem to agree that often their most effective and satisfying work is accomplished on an individual basis. Both acknowledge that by establishing closer relationships, by acquiring a greater knowledge of each teacher's working conditions, and by developing an understanding of the counselling and assistance needed in each unique situation, a stable base for future cooperative work will be formed.

Several different types of supervisory activities can be implemented on an individual basis.

A. Classroom Visitation

"Observation as a phase of rating is a procedure that restricts the improvement of teaching (Wiles p. 259)."

Although a traditional part of supervision used to be solely as a 'rating' device, this procedure is still utilized to a great extent but nowadays in a slightly different light... "the activity of observation takes on a constructive orientation (McKean & Mills, p. 82)." In other words, the supervisor attempts to dispel the 'inspectorate' role and view it as that of a service, of problem analysis and evolving of solutions together with the teacher. Boardman, Douglas & Brent (1953) see the purposes of classroom visitation first as the study of the materials the pupils are to learn, their validity for the objectives of education, their utility, interest, and value for the pupils, and their adaptation to the pupils' abilities and needs; secondly, a study of the means used to stimulate and guide pupils' learning, the psychological principles used and their application to the specific learning to be acquired; thirdly the means used in discovering, diagnosing and remedying the learning difficulties of pupils; and fourthly the means used for evaluating the learning product, the nature and means of the methods of measurement, and their relation to the goals of the learning situation.

B. Individual Conferences

> One of the major purposes served especially well by this form of action, is the knowing first-hand about the learning situation for children (Swearingen p. 122).

An obvious advantage of the individual conference is that it encourages a direct and intimate relationship between teacher and supervisor. Both have the same interest; that of improving instruction. During these conferences, which may be planned or of a more informal nature, or requested by either party, the teacher's specific needs can be determined and experimental work can be encouraged.

C. Demonstration Teaching (Inter- and intra-school visitation).

> There is nothing old fashioned about demonstration teaching in a supervisory program. From the point of view of the one receiving the help it is observation and the observation of the good work of other teachers is sound practice in teacher-training that begins in the undergraduate school and continues throughout the professional career of a teacher (Spears p. 273).

A supervisor would use this method in certain circumstances to recommend and illustrate a certain successful teaching method or instructional approach. The lesson, observed by the teacher, could be conducted by the supervisor himself, an outside expert, or an exceptionally fine teacher from a neighbouring school. It is important that the teacher know the purpose of the demonstration and be prepared to discuss the performance with the supervisor later.

Group Assistance

Another important supervisory service is performed through the utilization of the group rather than that of the individual. Group devices for supervision include small communities, large and small study groups, orientation meetings for new teachers, pre-term planning meetings for all teachers and demonstration teaching. McKean & Mills (1964), suggest that the aims of group processes is group productivity, "... that is, getting something done, which could not be done by an individual, (p. 53)."

Numerous authors suggest definitions or advice on the use and effectiveness of group procedures.

> A supervisor too needs to know how to release the potential of a group by creating a working environment with the following major elements:
>
> 1. All persons have a sense of belonging
> 2. Many stimuli are available.
> 3. Encouragement to explore.
> 4. Opportunity to explore.
> 5. Individual interpretation valued.
> 6. Heterogenous staff sought.
> 7. Counselling is provided. (Wiles 1950, p. 23).

> Group processes may be described as a stream of experiences rising from the interactions of people and culminating in more satisfying relations among them, or in cooperatively finding more adequate solutions to problems (Thomas, 1968, p. 459).

> The effectiveness of any group as it performs its task is largely due to the abilities, professional background and self-assurance that the individuals have in themselves and their leaders (Williams, 1972, p. 149).

Whereas Franseth (1961) suggests "If group work is to be most productive, teachers and other personnel must be in the planning and decision-making (p. 90)."

However, it would be wrong to suggest that group process will solve all the answers to instructional problems. Certain conditions must prevail before this approach could be deemed effective. Most important would seem to be the identification of a significant problem; one which actually exists and agreed on unanimously by the group. The formulation of the group's goal should be made in the same way otherwise the impetus to the group effort will be minimal. Similarly, when a decision is about to be made the group's goal must be consensus rather than a majority vote. In democratic group work distributive leadership is essential. Every member must be given an opportunity to fill this role and provide direction and guidance to the remaining members. Continued evaluation is essential for effective group endeavours so that methods of operation may be improved, so that there is greater participation by all members, and so that members experience some kind of satisfaction with the knowledge they are progressing towards the intended goal.

Just as there are advantages to group supervision so there are certain limitations. McKean and Mills (1964) suggest that "group process is not a procedure for creating ideas... however, it may provide a stimulating setting for the emergence of new ideas, p. 61."

There are many problems that are simply unsuitable for this kind of approach. Some may be too large to be resolved by the group resource available, while others may be too trivial to warrant the time and energy of a larger group of people. Also groups of different sizes are not equally effective with similar problems.

Certain members within the group may develop too much individuality. They see this as an opportunity to increase their own importance or to pursue their own interest, consequently, causing group enthusiasm to wane.

Other members of the group may inhibit progress by being inexperienced and therefore not fully understanding the process. By practicing and experiencing the satisfactions that can be gained from effective group efforts the individual will overcome these problems.

The Supervisory Problem

> Every teacher contact provides an opportunity for the solution of some supervisory problem. Sometimes the teacher creates this problem herself or brings one to the supervisor to solve. At other times, the supervisor uses the occasion of his meeting with the teacher to develop and solve a problem of his own selection. (Titus, 1950, pp. 129-130).

Bartky (1953) outlines six problem-solving techniques, as he contends a supervisory act is a problem-solving act. First, the problem must be clearly defined; secondly, the immediate and ultimate goals to be attained must be set; thirdly, all pertinent facts must be assembled; fourthly, the problem must be analyzed in the light of these facts and in view of the goals to be achieved; fifthly, tentative plans of action must be put into effect and results carefully checked (p. 161).

RELATED RESEARCH LITERATURE ON EDUCATIONAL SUPERVISION

During the past twenty years numerous studies have resulted from increased interest in educational supervision. A great many studies have focused on the expectations which are held for the supervisor's role. Some have investigated the different expectations from alter-groups and the problems arising from these. Still others simply report the actual behavior of a particular role incumbent with the intention of arriving at a description of the role. Several of these studies will be examined here.

The Gwaltney Study, 1963

The main purpose of the study was to analyze the role of the elementary supervisor and attempt to discover whether 'the elementary supervisor's perception of his role differed significantly from superintendents' and teachers' perceptions of his role.' Gwaltney concluded that the major portion of the elementary supervisor's role is administrative. He is 'in charge of' the total elementary program and in the administrative chart is directly under the district superintendent and is responsible to him. He also discovered "there was consensus between superintendents and supervisors concerning the accuracy of perception of the elementary supervisory role by referent group (Gwaltney, p. 101)." Finally, he concluded that, although there were significant differences concerning perception of the actual supervisory role, a rather high degree of consensus existed among the three major professional groups of supervisors, superintendents and teachers concerning what the supervisory role should be.

The Blumsberg, Weber, Amidon Study (1967)

The aim of the study was to examine the following aspects of supervisor-teacher interactions:

1. The supervisors' perceptions of their own behavior and teachers' perceptions of the supervisors' behavior.
2. The perceptions of the teachers' attitude toward the interaction that takes place in the supervisory conference.
3. The kind and amount of learning supervisors think teachers get by way of supervision and the kind and amount teachers say they get.
4. The degree of overall productivity of supervisory interaction as seen by supervisors and as seen by teachers.

The results of the study:

1. Supervisors see themselves as being less direct in their behavior toward teachers than teachers perceive them to be.
2. Teachers perceive themselves as learning less from supervisors than the supervisors thought they were learning.
3. Supervisors have a brighter view of the results of their efforts.
4. Teachers see themselves in a situation where they are less free to initiate discussion than their supervisors

thought.

The Ziolkowski Study (1965)

Ziolkowski, in a study of supervisory practices, analyzed the responses of teachers in twenty-four schools which were perceived by administrators as superior in promoting teacher effectiveness and the responses of teachers in twenty-four schools which were perceived by administrators as inferior in promoting teacher-effectiveness in order to determine whether there were differences in first the extent to which certain supervisory practices had been employed with teachers over the preceding year, and secondly, the teachers' perceptions of the principal's general supervisory style in the two types of schools.

The differences between superior and inferior schools on group supervisory practices were as follows:

1. Teachers in superior schools perceived that a higher degree of importance was attached to discussion in their staff meetings of topics directly related to improvement of teaching than was perceived by teachers in inferior schools.
2. Approximately sixty per cent of teachers in superior schools compared to thirty per cent of the teachers in inferior schools, reported the appointment of one or more committees to study problems related to teaching and curricula.

Wilson, Byar, Shapiro and Schell (1969)

In their book Sociology of Supervision, Wilson, et al. develop a new concept of supervision based on the rationale that "supervision - by conventional definition - is destined for extinction because of current erroneous assumptions about the needs and competence (or incompetence) of teachers as well as a persistent underestimation of the growing determination of school administrators to use more effective means of accelerating and supporting educational growth (p. ix)." Their new concept is 'comprehensive planning'. They define supervision as "the art and science of designing the educational environment (p. 3)," and "an institutional function generated by a constellation of interdependent roles (p. 14)."

Stressed throughout the book is the importance of analyzing interdependent roles. The authors see the tradition supervisor's role, that of being sandwiched between the teacher and administrator, as authoritarian and narrow:

> The supervisor, attached directly to the superintendent's office, but forced into direct contact with teachers, finds himself in a confrontation that places him in an authoritarian role... omitted from serious supervisory concern are the teachers with sufficient training, experience and local prestige. They have earned and sought after, but basically undesirable independence which is both autonomous and anonymous. The supervisor who has become important to the marginal teacher only, assumes that where there is no plea for help there is no apparent need for his services... (p. 19).

The book suggests several changing needs of school personnel. Teachers are being recruited from all segments of society, are better educated and more professionally oriented. They are asking for an increase in their professional responsibilities as teachers, their job descriptions are changing drastically, as are teaching schedules and physical plant characteristics. These changing needs of teachers require comprehensive planning; planning which will remove impediments to teaching and learning, and which will clarify the purposes and facilitation of decision-making to promote continuous institutional growth. This is the chief task of the supervisor as a planner.

Parsons, 1971

The purpose of the study was to investigate supervisory processes and attempt to provide some guidelines for them and for changing teacher, administrator and supervisory roles. More specifically, Parsons attempted to discover which supervisory positions in school systems were perceived by teachers as influencing their behavior with respect to the content, processes or outcomes of their teaching; to what extent the various influential positions were perceived as effective in improving the teachers' behavior with respect to content, processes or outcomes of their teaching. He also endeavoured to answer the question, are most effective and least effective supervisors perceived differently in terms of executive professional leadership, social support, staff involvement, personal and institutional growth, support of teacher authority, and beaurocratic standardization?

The major relevant finding here was that effective supervisors were perceived as exhibiting behaviors which according to theory are related to effective supervision. The ineffective supervisors were perceived as only 'occasionally' or 'almost never' exhibiting these behaviors.

Effective supervisors were perceived as 'almost always' providing executive professional leadership and in ineffective supervisors as only 'occasionally.'

Effective supervisors 'almost always' provided social support of teachers and ineffective supervisors as only 'occasionally.'

Effective supervisors were perceived as 'frequently' facilitating teacher involvement and ineffective supervisors as 'almost never.'

Effective supervisors were perceived as 'frequently' providing opportunities for teacher and institutional growth while ineffective supervisors 'almost never' provide such opportunities.

RELATED LITERATURE ON PHYSICAL EDUCATION SUPERVISION

To the writer's knowledge, very little, if any, research has been done specifically in the area of physical education.

Wiles, Brown and Cassidy (1956) in their book Supervision in Physical Education categorize the skills of supervision into five areas; leadership, democratic action, developing the physical education program, personnel administration and the use of the evaluating process. Each section presents material which attempts to help supervisors understand democratic principles in the supervisor-teacher relationship and in the teacher-pupil relationship and to help them visualize the curriculum of physical education which results when these principles are applied (p. v & vi). The book has gathered the best knowledge available about leadership, the teaching-learning process, physical education curriculum theory, and curriculum development procedures, and suggests guidelines for the physical education supervisors.

SUMMARY

This chapter presented first an examination of the two terms, role and status, utilizing the various definitions supplied by many authors. It was concluded that for this study the term role would be used in the sense of a behavioral standard rather than an actual enactment of the role.

A second section dealt with role expectation and after a thorough examination of the relevant literature the major conclusion was that a role incumbent acts according to perceptions and expectations held for him, and the way in which he assesses these expectations in relation to his own needs.

A third area of examination concerned role conflict because it was assumed that some form of disagreement amongst different alter groups for the supervisor's role has a great bearing on the effective functioning of such a role.

Fourthly, conceptual models of role definition were presented to illustrate the different areas of expectancy thrust upon the supervisor and the dilemna he has to face.

The function of supervision was dealt with next, and briefly compared the 'modern' supervisory function with the traditional form of supervision during the earlier years of this century. The literature emphasized that supervision is a means to an end. A brief outline was presented concerning the supervisor aiding the individual teacher as well as assisting in the group process. Neither was seen as more effective than the other; both have advantages and limitations in differing circumstances.

Finally a section entitled 'Related Research Literature on Educational Supervision' presented work carried out by five different authors in different areas of supervision, and basically outlined the purposes of each study and their major conclusions or recommendations.

CHAPTER THREE

RESEARCH DESIGN

This chapter explains the preparation of the questionnaire, its subsequent revision, the distribution and the collection of data, and a description of the sample used in the survey. Finally an outline of the statistical method of analysis is described.

I. PREPARATION OF THE QUESTIONNAIRE

It was decided that the most effective way of acquiring answers to the questions sought, was by the use of a closed questionnaire. The open end type of questionnaire was decided against because it was felt that the responses would not include enough supervisory functions from which adequate conclusions could be reached. The questionnaire attempted to include a complete list of typical supervisory functions which a physical education supervisor may be expected to perform. Anonymity of the questionnaire was stressed thus allowing respondents to make their selections freely.

One of the greatest disadvantages of a questionnaire involves wording a question to be presented to a group made up of individuals who may differ widely in cultural background, so that it means the same to all concerned. Remmers and Gage (1955) suggest that this can never be totally overcome. "At best it is possible only to minimize the errors arising from this source; they cannot be eliminated completely, (p. 384)."

To the writer's knowledge, a questionnaire containing a complete list of physical education supervisory functions was not available. The majority of instruments researched in the literature dealt with only the specific aspects of supervision. The first task therefore, was to develop a comprehensive list of items which would adequately represent the functions of the physical education supervisor. Items were drawn and adapted from three main sources: Wiles (1956), Hrynyk (1963) and Irwin (1969).

Section A of the questionnaire requested personal data. A description of the population was obtained and is described in Tables I and 2. Section B focused on the functions of the physical education supervisor in the areas of Administrating of Physical Resources, Program Development, Public Relations, Staffing, and Improving Instruction. This last category was divided into four areas: Individual Assistance, Group Assistance, Motivation and Demonstration Teaching. Section C of the questionnaire sought teacher responses to the percentage of time they felt the physical education supervisor should spend in schools and what percentage of his time should be spent in the office. Teachers were also requested to indicate the percentage of his time the physical education supervisor should spend on each of the supervisory areas listed above. Supervisors responded to the same questions but indicated to each the percentage of time they actually spent in the different supervisory areas.

	Male high school teachers	Female high school teachers	Males teaching in large junior high schools	Females teaching in large junior high schools	Males teaching in small junior high schools	Females teaching in small junior high schools	Total
Responses	21	14	18	14	18	18	103
Professional Training							
No degree	1	0	0	1	1	1	4
Graduate	12	10	12	12	11	15	72
Post-Graduate	8	4	6	1	6	2	27
Teaching Experience							
1 4 years	10	6	10	8	9	12	55
5 12 years	8	3	7	4	8	6	36
13 20 years	3	4	1	1	1	0	10
Over 20	0	1	0	1	0	0	2
Age							
Under 30	10	10	12	12	14	16	74
Over 30	11	4	6	2	4	2	29

Table 1. Analysis of teacher respondents to the questionnaire.

	Male	Female	Total
Responses	12	4	16
Age			
Over 30	11	1	12
Under 30	1	3	4
Professional Training			
Graduate Degree	4	3	7
Post-graduate Degree	8	1	9
Teaching Experience			
0 15 years	8	3	11
15 30 years	4	1	5
Number of Years in Present Position			
0 10 years	9	3	12
Over 10 years	3	1	4

Table 2. An analysis of supervisor respondents to the questionnaire.

Permission to conduct the research was obtained from the Edmonton Public and Separate School Boards, the Calgary Public and Separate School Boards, and the Lethbridge Public School Board. (Appendix A).

The first draft of the questionnaire, including a total of 42 items, was submitted in November 1973 to 8 judges who were considered knowledgeable in the field of physical education and/or supervision. They were:

Dr. S. G. Robbins -	Faculty of Physical Education University of Alberta
Dr. M. F. R. Smith -	Faculty of Physical Education University of Alberta

Dr. H. Kass - Faculty of Secondary Education
University of Alberta

Dr. A. T. Olson - Faculty of Secondary Education
University of Alberta

Mr. C. A. F. Padfield - Faculty of Physical Education
University of Alberta

Mr. P. W. Wesson - Graduate Student
University of Alberta

Mr. S. Baker - Physical Education Program
Consultant
Separate School Board, Regina.

The judges were asked to suggest any further supervisory functions that they felt had been omitted in the questionnaire, and also were asked to reword any items that appeared to be misleading or ambiguous. On the basis of the judges' comments and recommendations 4 items were discarded and 5 new ones inserted. After other minor adjustments to wording and format the final draft was formed.

The investigator decided to use two separate types of responses to each item; first the "is" or "is not" response to each item to discover areas of agreement and disagreement between supervisor and teacher as to whether these functions are indeed being performed in the schools; secondly, for the respondent to "strongly agree", "agree", "be uncertain", "disagree" or "strongly disagree" with each function being included in the role of the physical education supervisor.

Finally, each of the 43 items were assigned a random number. The questionnaire is included as Appendix B. The items were categorized as follows:

- Administration of Physical Resources: Numbers 3, 13, 37, 39.
- Program Development: Numbers 10, 15, 24, 26, 34, 41.
- Public Relations: Numbers 4, 42, 43.
- Staffing: Numbers 1, 14, 20.
- Improving Instruction:
  - Assisting Individuals: Numbers 5, 8, 16, 17, 21, 27, 28, 32, 33.
  - Group Assistance: Numbers 2, 6, 9, 11, 18, 30, 36.
  - Motivation: Numbers 12, 19, 22, 25, 29, 31, 40.
  - Demonstration Teaching: Numbers 7, 23, 38.

II. THE PILOT STUDY

To ensure a certain degree of reliability, the questionnaire was sent to 12 physical education teachers and 6 physical education supervisors to complete. These people were not involved in the study sample. All the teachers and 5 of the supervisors returned the questionnaire. Four weeks later the same questionnaire was sent to the same group of people. This time 7 teachers and 3 supervisors replied. Figure 5 shows the results of the pilot study and confirms that the questionnaire could be considered reliable.

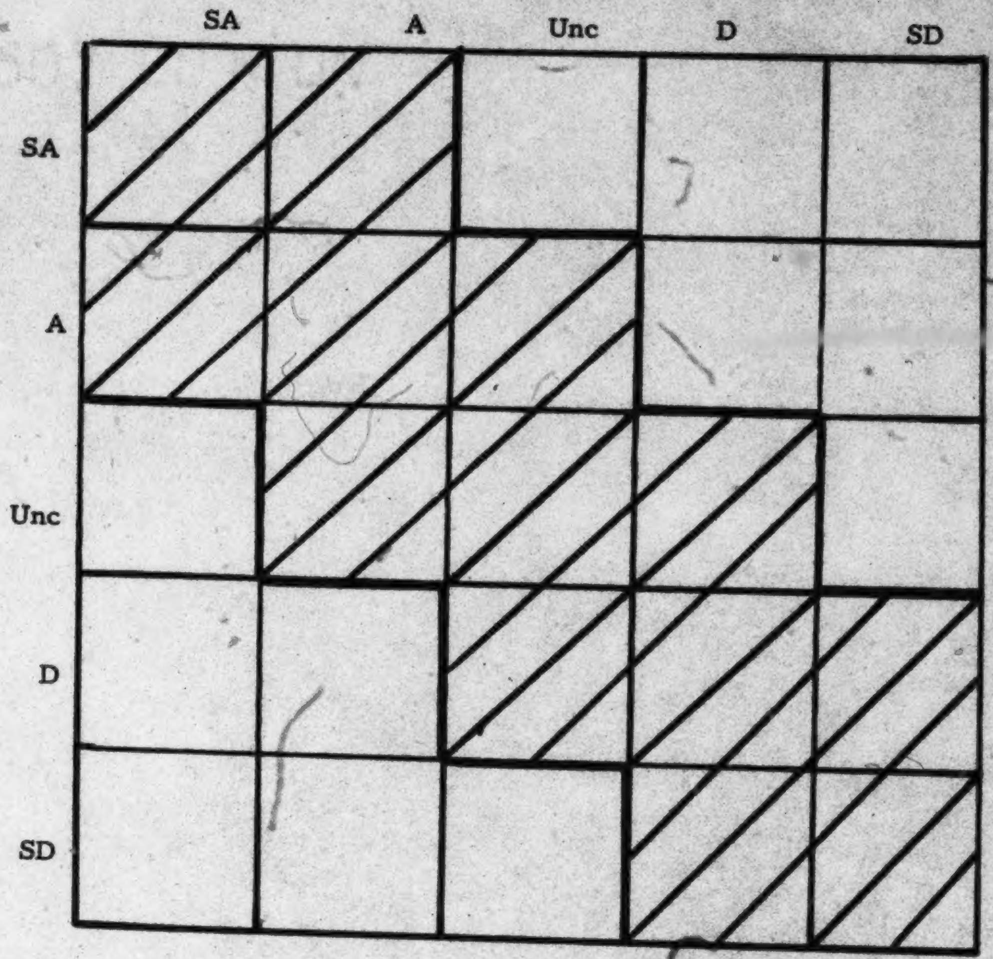
SA
A
Unc
D
SD
SA
A
Unc
D
SD

Figure 5. To show reliability results for the Pilot Study.

SA--Strongly agree. A--Agree. Unc.--Uncertain.

D--Disagree. SD--Strongly disagree.

The replies of the teachers and supervisors to the first request were plotted on the grid. Their replies to the second request were then plotted. If the questionnaire was to be judged reliable the majority of responses had to fall within the shaded area. 80 percent of the responses did fall in the shaded area shown in Figure 5.

III. THE SAMPLE

The population for the study consisted of all the secondary school physical education teachers in Alberta working under physical education supervisors. This consequently meant that only those physical education teachers employed by the Edmonton Public School Board, the Edmonton Separate School Board, the Calgary Public School Board, the Calgary Separate School Board and the Lethbridge Public School Board were included. No names were excluded from this total population. It was decided that the sample should include an equal percentage of six different categories of teachers. The categories consisted of male high school teachers, female high school teachers, male teachers employed in a large junior high school, female teachers employed in a large junior high school, male teachers working in small junior high schools, and female teachers working in small junior high schools. Selection of 25 percent of each teacher category was made using the lists of teachers provided by the previously mentioned School Boards. All supervisors employed in Alberta were included in the supervisor sample. Consequently the supervisor and teacher random samples were these:

17 supervisors employed in Alberta;
29 males employed in high schools;
19 females employed in high schools;
26 males employed in large junior high schools;
17 females employed in large junior high schools;
18 males employed in small junior high schools;
25 females employed in small junior high schools.

The total population for each category was placed in a hat and names were drawn to provide a random sample. Each member was sent a questionnaire and a letter to explain the purpose of the questionnaire and requesting that the recipient complete and return it.

Of the 133 questionnaires sent out to selected teachers, 103 were returned. This represented 77. 4 percent. 16 of the 17 supervisors replied. This represented 94. 1 percent. The total usable return was 119 or 79. 3 percent.

Table 1 describes the teacher respondents by professional training, sex, teaching experience, age and the type of school in which the respondents were employed. The greatest percentage response was 100 percent from the males teaching in small junior schools. The smallest percentage return was 69 percent by males teaching in large junior high schools. A comparison of the responses received from males and females indicated that the females were generally younger than the males and had completed less professional training.

Table 2 describes the supervisor respondents by sex, age, professional training, experience in teaching and experience as a supervisor. Results indicated that the males were older, had received more professional training, had more teaching experience, and had filled their present positions for a longer length of time than the females.

IV. ANALYSIS OF DATA

The chi-square test of significance of difference was calculated but was not reported in this study because of its questionable validity in indicating differences when totals are small. According to Siegel (1956, p. 110) when totals, or cells, are too small (less than 5), the chi-square test may not be used "properly and meaningfully." In several instances in the study the totals in the "is not" and "should not" columns of the questionnaire were less than 5.

Respondents were asked to indicate whether each function "is" or "is not" being performed by the physical education supervisors in the schools. Percentages of teacher and supervisor responses in these 2 areas were calculated and written observations reported.

By utilizing a Likert type rating scale and weighting 5 to all "strongly agree" responses, weighting 4 to all "agree" responses, 3 to all the "uncertain" responses, 2 to all the "disagree" responses and 1 to all the "strongly disagree" responses, the mean response for each category of teachers, and for the supervisor was calculated, for each function of the physical education supervisor stated in Section B of the questionnaire. On the basis of these results a rank order of all the 43 functions according to each teacher classification and supervisor responses was devised. The correlation between supervisor and teacher rankings was then calculated using the Kendall rank correlation coefficient τ (tau) formula,

$$\tau = \frac{S}{\sqrt{1/2N(N-1) - T_x}\sqrt{1/2N(N-1) - T_y}}$$

, as described by Siegel (1956, p. 213). The same formula was used to discover the teacher category that had the highest correlation coefficient with the supervisor rankings, and also the teacher category that had the lowest.

The responses elicited by Section C of the questionnaire were analysed in simple descriptive form.

V. SUMMARY

This study obtained information from a random sample of male and female physical education teachers, employed either in high schools or junior high schools, and also all the physical education supervisors employed in Alberta. Questionnaires were sent to these people. Usable replies were received from 103 teachers and 16 supervisors.

A further description of the sample population, the pilot study undertaken, and the method of data analysis employed conclude the chapter.

CHAPTER FOUR

THE ROLE OF THE PHYSICAL EDUCATION SUPERVISOR AS PERCEIVED BY SUPERVISORS AND TEACHERS

This chapter is concerned with an analysis of the actual and preferred role of the physical education supervisor as perceived by the supervisors themselves and the physical education teachers employed under them.

The functions in Section B of the questionnaire were categorized into five sections on the basis of tasks commonly assigned to physical education supervisors. The functions were grouped under the following five headings: Administration of Physical Resources, Program Development, Public Relations, Staffing, and Improving Instruction, which included Individual and Group Assistance, Motivation, and Demonstration Teaching.

The number of respondents and percentages of responses from supervisors and teachers, relative to Section B of the questionnaire are presented in Tables 3-45.

Table 46 was constructed to compare the rank order of the preferred functions in Section B of the questionnaire, as judged by supervisors and teachers. Each of the five responses were given simple weights for scoring purposes. "Strongly agree" was weighted 5, "agree" was weighted 4, "uncertain" was weighted 3, "disagree" was weighted 2, and "strongly disagree" was weighted 1. Total scores were calculated for each item, and means computated. A high scale score would mean a favorable attitude.

ADMINISTRATION OF PHYSICAL RESOURCES

Function 3: to provide teachers with proper and adequate equipment.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	12	75.0	4	25.0	8	50.0	5	31.3	1	6.3	2	12.5	0	0
Teachers	73	70.9	30	29.1	51	49.5	30	29.1	8	7.8	10	9.7	4	3.9

Table 3. Percentage breakdown of responses to Function 3.

Approximately 70 percent of the teachers and 75 percent of the supervisors signified that this was a function presently being performed by the physical education supervisor. Almost 79 percent of the teachers and 82 percent of the supervisors either strongly agreed or agreed that this should be a task of the supervisor. Percentage disagreement of both groups was small.

Function 13: to advise on the planning of new facilities and maintenance of existing facilities.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	15	97. 7	1	6. 3	13	81. 2	3	18. 8	0	0	0	0	0	0
Teachers	73	70. 9	30	29. 1	42	40. 8	46	44. 7	7	6. 8	5	4. 8	3	2. 9

Table 4. Percentage breakdown of responses to Function 13.

Although 15 of the 16 supervisors observed that this function was being performed at the present time in the schools by the physical education supervisors, almost 30 percent of the teachers indicated that it was not.

All the supervisors and 86 percent of the teachers agreed that it ought to be.

Function 37: to make recommendations concerning the storage, care, and repair of equipment and supplies.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	15	93. 7	1	6. 3	8	50. 0	7	43. 8	1	6. 3	0	0	0	0
Teachers	65	63. 1	38	36. 9	28	27. 2	43	41. 7	14	13. 6	14	13. 6	4	3. 9

Table 5. Percentage breakdown of responses to Function 37.

Approximately 37 percent of the teachers indicated that this function was not being fulfilled at present by the physical education supervisor; this was in marked contrast to the finding that 15 of the 16 supervisors signified that it was. Only 69 percent of the teachers agreed on the importance of this function compared with 15 of the 16 supervisors. About 13 percent of the teachers reported their uncertainty about the function while 17 percent disagreed to some extent with it being a supervisor's function.

Function 39: to procure and allocate monies for the physical education program and equipment.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	10	62.5	6	37.5	7	43.8	4	25.0	2	12.5	1	6.3	2	12.5
Teachers	84	81.6	19	18.4	44	42.7	35	34.0	8	7.8	13	12.6	3	2.9

Table 6. Percentage breakdown of responses to Function 39.

A large majority of the teachers, 82 percent, indicated that this was a function presently being performed by the physical education supervisor; almost 63 percent of the supervisors responded in a similar way. A small percentage of the teachers, 16 percent, and 19 percent of the supervisors reported their disagreement with this task being part of the supervisor's role.

Summary

Supervisors and teachers generally agreed that the functions listed under Administration of Physical Resources were, and should be tasks of the supervisor. It should be noted, however, that only 63 percent of the teachers reported that the making of recommendations concerning the storage, care and repair of equipment and supplies was a function presently being fulfilled by the physical education supervisor. Similarly, only 63 percent of the supervisors indicated that the function concerned with procuring and allocating monies for the physical education program and equipment was presently being performed by the physical education supervisor. Apart from these two areas, more than three quarters of both teachers and supervisors agreed that these functions were being carried out and also that they should be.

PROGRAM DEVELOPMENT

Function 10: to help co-ordinate extra-curricular programs.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	6	37.5	9	56.2	1	6.3	0	0	0	0
Teachers	73	70.9	30	29.1	36	35.0	44	42.7	9	8.7	11	10.7	3	2.9

Table 7. Percentage breakdown of responses to Function 10.

Approximately 88 percent of the supervisors and 71 percent of the teachers indicated that this was a task of the supervisor. 94 percent of the supervisors and about 78 percent of the teachers judged that it should be.

Function 15: to attend physical education department meetings from time to time to discuss current curricular problems with teachers.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	15	93.7	1	6.3	12	75.0	4	25.0	0	0	0	0	0	0
Teachers	75	72.8	28	27.2	43	41.7	48	46.6	7	6.8	4	3.9	1	1.0

Table 8. Percentage breakdown of responses to Function 15.

All the supervisors except one observed that this was a function at present being fulfilled by the physical education supervisor. However more than a quarter of the teachers indicated that it was not. Both teachers and supervisors were generally agreed on the importance of this function forming a part of the latters' role.

Function 24: to advise on interscholastic and intramural activities.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	16	100	0	0	8	50.0	8	50.0	0	0	0	0	0	0
Teachers	85	82.5	18	17.5	33	32.0	52	50.5	5	4.89	11	10.7	2	1.9

Table 9. Percentage breakdown of responses to Function 24.

100 percent of the supervisors and approximately 83 percent of the teachers observed that this was a function presently being performed in schools by the supervisor. Similar percentages of each group also agreed that this should be a function of the physical education supervisor.

Function 26: to provide resource persons to discuss specific curricular problems.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	6	37.5	8	50.0	1	6.3	1	6.3	0	0
Teachers	70	68.0	33	32.0	27	26.2	53	51.5	11	10.7	9	8.7	3	2.9

Table 10. Percentage breakdown of responses to Function 26.

Although 14 of the 16 supervisors agreed that this was indeed being performed by the supervisors, at the present time, almost one third of the teachers indicated that it was not. Approximately 88 percent of the supervisors and 78 percent of the teachers agreed that it should form part of the supervisor's role. Almost 11 percent of the teachers were uncertain as to the value of such a function.

Function 34: to assist teachers in curricular planning.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	16	100	0	0	10	62.5	6	37.5	0	0	0	0	0	0
Teachers	59	57.3	44	42.7	22	21.4	54	52.4	13	12.6	14	13.6	0	0

Table 11. Percentage breakdown of responses to Function 34.

All the supervisors indicated that at present this was a task of the supervisor, but almost 43 percent of the teachers judged that it was not. Surprisingly, more than a quarter of the teachers indicated their uncertainty or disagreement as to whether this should be a function of the physical education supervisor, whereas the supervisors themselves unanimously agreed that it should be.

Function 41: to conduct research and disseminate the information to teachers.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	7	43.8	9	56.2	3	18.8	8	50.0	5	31.3	0	0	0	0
Teachers	38	36.9	65	63.1	15	14.6	41	39.8	23	22.3	21	20.4	3	2.9

Table 12. Percentage breakdown of responses to Function 41.

Approximately 63 percent of the teachers and 56 percent of the supervisors indicated that this function was not being performed by the supervisors, at the present time. The responses from both groups suggested that perhaps both realized the importance of such a task, but also there was a high "uncertainty" amongst both groups, and almost a quarter of the teachers disagreeing to some extent.

Summary

Teachers and supervisors generally indicated that all the functions listed under the heading of Program Development, except the conducting of research and the dissemination of information to teachers, were and should be functions of the physical education supervisor. However, only 37 percent of the teachers and 44 percent of the supervisors observed that to conduct research and disseminate the information to teachers was a function presently being performed by the physical education supervisor, and a small majority of teachers, 54 percent, and 59 percent of the supervisors agreed that it should be. The high degree of "uncertainty" on this same question, by both groups should also be noted.

PUBLIC RELATIONS

Function 4: to interpret the physical education program to the general public.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	8	50.0	6	37.5	2	12.5	0	0	0	0
Teachers	75	72.8	28	27.2	45	43.7	44	42.7	6	5.8	5	4.9	3	2.9

Table 13. Percentage breakdown of responses to Function 4.

Approximately 87 percent of the supervisors observed that this was a function of the supervisor at the present time, whereas 27 per cent of the teachers opposed this view. There was more agreement between the two groups concerning whether this should or should not be considered part of the supervisor's role. About 86 percent of the teachers and 87 percent indicated it definitely should be.

Function 42: to interpret the physical education program to the School Board members and the school administration.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	9	56.2	4	25.0	2	12.5	1	6.3	0	0
Teachers	79	76.7	24	23.3	41	39.8	43	41.7	11	10.7	6	5.8	2	1.9

Table 14. Percentage breakdown of responses to Function 42.

The majority of teachers and supervisors both signified that this was a function presently being performed by the supervisors and also that it should be.

Function 43: to participate in professional and community projects and organizations.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	13	81.2	3	18.8	7	43.8	4	25.0	3	18.8	1	6.3	1	6.3
Teachers	74	71.8	29	28.2	19	18.4	53	51.5	15	14.6	12	11.7	4	3.9

Table 15. Percentage breakdown of responses to Function 43.

Less than 75 percent of the teachers compared with 81 percent of the supervisors indicated that this was a function of the supervisor at the present time. Almost 70 percent of each group also indicated that it should be. Approximately 15 percent of the teachers and 19 percent of the supervisors responded that they were uncertain.

Summary

Both the supervisors and a lesser extent the teachers agreed that the tasks listed under the heading of Public Relations were, and should be functions of the physical education supervisor.

STAFFING

Function 1: to assist in making decisions concerning the promotion of staff members.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	11	68.7	5	31.3	7	43.8	7	43.8	1	6.3	1	6.3	0	0
Teachers	59	57.3	43	42.7	19	18.4	46	44.7	12	11.7	19	18.4	7	6.8

Table 16. Percentage breakdown of responses to Function 1.

Approximately 69 percent of the supervisors and 57 percent of the teachers signified this as being a function of the supervisor at the present time. All supervisors, except 2 agreed that they should assist in making decisions concerning the promotion of staff members. The teachers were less convinced; only 63 percent indicated their agreement that this task should be performed by the physical education supervisor.

Function 14: to provide for appropriate orientation of new staff members.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	13	81.2	2	12.5	1	6.3	0	0	0	0
Teachers	63	61.2	40	38.8	35	34.0	44	42.7	9	8.7	12	11.7	3	2.9

Table 17. Percentage breakdown of responses to Function 14.

61 percent of the teachers and almost 88 percent of the supervisors observed that at present this function was being performed by the physical education supervisor. Both groups were in general agreement as to the importance of such a function and signified that it should be.

Function 20: to adopt a "power-over" rather than a "Power-with" type of authority with his teachers.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	0	0	16	100	1	6.3	0	0	2	12.5	2	12.5	11	68.7
Teachers	19	18.4	84	81.6	13	12.6	10	9.7	8	7.8	23	22.3	49	47.6

Table 18. Percentage breakdown of responses to Function 20.

Concerned more with a style of supervision rather than a function of supervision, this item gave important information as to the type of supervision style being used by the supervisors and the type teachers see themselves receiving.

All the supervisors signified that the "power-over" style was not being used by themselves; approximately 18 percent of the teachers, however, indicated that it was. Both groups, 70 percent of the teachers and 81 percent of the supervisors suggested their disagreement with the "power-over" concept.

Function 35: to be solely responsible for recruiting, selecting, placement and promotion of his personnel.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	2	12.5	14	87.5	3	18.8	3	18.8	2	12.5	6	37.5	2	12.5
Teachers	17	16.5	86	83.5	10	9.7	19	18.4	14	13.6	32	31.1	28	27.2

Table 19. Percentage breakdown of responses to Function 35.

Approximately 84 percent of the teachers and 88 percent of the supervisors judged this as not being a function of the supervisor at the present time. About 58 percent of the teachers and 50 percent of the supervisors disagreed that this function ought to be performed by the supervisor.

Summary

In items No. 1 and No. 14 the majority of teachers and supervisors agreed that both these functions were being performed, and should be performed by the physical education supervisor. However, in items No. 20 and No. 35, both groups strongly disagreed that these functions were being fulfilled by the supervisor. Results also indicated that the "power-over" type of authority should not be utilized with teachers, and that supervisors should not be solely responsible for recruiting, selecting, placement and promotion of his personnel.

IMPROVING INSTRUCTION

Individual Assistance

Function 5: to encourage teachers to evaluate their own classroom performance.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	15	93.7	1	6.3	13	81.7	3	18.8	0	0	0	0	0	0
Teachers	75	72.8	28	27.2	29	28.2	54	52.4	7	6.8	10	9.7	3	2.9

Table 20. Percentage breakdown of responses to Function 5.

Almost 94 percent of the supervisors compared with 73 percent of the teachers judged that this was a function presently being performed by the physical education supervisor. Almost 19 percent of the supervisors agreed and approximately 81 percent strongly agreed that this ought to form part of the supervisor's role, compared with 52 percent of the teachers agreeing and 28 percent strongly agreeing.

Function 8: to assist teachers in solving specific discipline problems.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87. 5	2	12. 5	4	25. 0	8	50. 0	0	0	1	6. 3	3	18. 8
Teachers	35	34. 0	68	66. 0	12	11. 7	38	36. 9	10	9. 7	26	25. 2	17	16. 5

Table 21. Percentage breakdown of resonses to Function 8.

Approximately 87 percent of the supervisors indicated that this was a function of the supervisor; however only 34 percent of the teachers judged this to be the case. Opinions on the second response to this statement were somewhat divided amongst teachers. Almost 49 percent signified their agreement that this should be a function of the physical education supervisor, compared with 75 percent of the supervisors.

Function 16: to visit the teacher only when invited to observe some phase of the teacher's work.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	5	31. 3	11	68. 7	2	12. 5	2	12. 5	2	12. 5	5	31. 3	5	31. 3
Teachers	45	43. 7	58	56. 3	11	10. 7	30	29. 1	21	20. 4	35	34. 0	5	4. 9

Table 22. Percentage breakdown of responses to Function 16.

Approximately 44 percent of the teachers and 31 percent of the supervisors indicated that this was a function presently being carried out by the supervisor. The majority of supervisors (63.5 percent) indicated that they disagreed or strongly disagreed that the supervisor should only visit the teacher when invited, compared with 39 percent of the teachers signifying the same. Almost 21 percent of the teachers reported their uncertainty as to whether this should or should not be a function of the physical education supervisor.

Function 17: to encourage teachers to experiment with new teaching methods.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	16	100	0	0	9	56.2	6	37.5	1	6.3	0	0	0	0
Teachers	69	67.0	34	33.0	33	32.0	53	51.5	9	8.7	3	2.9	5	4.8

Table 23. Percentage breakdown of responses to Function 17.

The supervisors signified unanimously and 67 percent of the teachers indicated that this was a function of the supervisor. Almost 94 percent of the supervisors and 84 percent of the teachers observed that it should be.

Function 21: to hold individual conferences with teachers following teaching methods.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	16	100	0	0	11	68.7	4	25.0	1	6.3	0	0	0	0
Teachers	70	68.0	29	32.0	30	29.1	51	49.5	9	8.7	10	9.7	0	0

Table 24. Percentage breakdown of responses to Function 21.

All the supervisors, but only 68 percent of the teachers judged that this function was being performed by the supervisors. Of the teacher respondents, 29 percent strongly agreed and almost 50 percent agreed that this should be the supervisor's function, compared with approximately 69 percent of the supervisors strongly agreeing and 25 percent agreeing.

Function 27: to conduct individual pre-teaching conferences to help teachers plan future activities.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	10	62.5	6	37.5	2	12.5	11	68.7	3	18.8	0	0	0	0
Teachers	36	35.0	67	65.0	14	13.6	47	45.6	19	18.4	18	17.5	5	4.8

Table 25. Percentage breakdown of responses to Function 27.

66.5 percent of the supervisors responded that this was a function of the supervisor at the present time. The teachers, however, reported quite differently. 65 percent indicated that it was not a supervisor's function. The supervisors generally signified that they agreed such a task should form an important part of the supervisor's role. Approximately 62 percent of the teachers either strongly agreed or agreed that it should, while 17.5 percent reported they were uncertain.

Function 28: to personally introduce the new teacher to the physical education teachers of the new school.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	0	0	16	100	1	6.3	2	12.5	7	43.8	5	31.3	1	6.3
Teachers	25	24.3	78	75.7	15	14.6	31	30.1	15	14.6	31	30.1	11	10.7

Table 26. Percentage breakdown of responses to Function 28.

All the supervisors indicated that this was at present not a function of the supervisor, while a little more than 75 percent of the teachers responded in the same way. Almost 45 percent of the teachers felt it should be a function, but only 19 percent of the supervisors agreed with this. Approximately 43 percent of the supervisors indicated uncertainty in responding to this item.

Function 32: to instruct teachers on methods of evaluation or grading in physical education.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	10	62. 5	6	37. 5	5	31. 3	7	43. 8	3	18. 8	1	6. 3	0	0
Teachers	31	30. 1	72	69. 9	15	14. 6	46	44. 7	12	11. 6	23	22. 3	7	6. 8

Table 27. Percentage breakdown of responses to Function 32.

63 percent of the supervisors responded that this was indeed a function presently being fulfilled by the physical education supervisor. Almost 70 percent of the teachers, however, judged that it was not. A small majority of teachers, about 59 percent, signified that such a task should be a supervisory function, whereas almost 75 percent of the supervisors themselves agreed that it should be.

Function 33: to consult with teachers about their strengths and weaknesses.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	8	50.0	6	37.5	1	6.3	1	6.3	0	0
Teachers	56	54.4	47	45.6	21	20.4	45	43.7	24	23.3	9	8.7	4	3.9

Table 28. Percentage breakdown of responses to Function 33.

87.5 percent of the supervisors, but only 54 percent of the teachers reported that this was a function of the physical education supervisor. 50 percent of the supervisors strongly agreed and almost 38 percent agreed that it should be a supervisor's function; approximately 20 percent of the teachers strongly agreed and approximately 44 percent agreed that it should be. A little less than a quarter of the teachers expressed uncertainty in responding to this item.

Summary

In item Nos. 5, 8, 17, 21, 27, and 33 the majority of supervisors indicated that these were functions of the supervisor. They also signified that it was not a function of the supervisor at the present time, to visit the teacher only when invited to observe some phase of the teacher's work. Likewise they also observed that it was not a function to personally introduce the new teacher to the physical education teachers of the new school.

The majority of teachers indicated that functions 5, 17, 21, and 33 were part of the supervisor's role, but they observed that assisting teachers in solving specific discipline problems was not, at present, a function of the physical education supervisor. Similarly they indicated that the supervisor's role, at present, did not include visiting the teacher only when invited to do so; that it did not include conducting individual pre-teaching conferences to help teachers to plan future activities; that it did not include personally introducing the new teacher to the physical education teachers of the new school; and it did not include instructing teachers on the methods of evaluation or grading in physical education.

The only two functions listed under this category that the majority of teachers and supervisors did not agree should be tasks of the supervisor were items 16 and 28; visiting the teacher only when invited to do so, and personally introduce the new teacher to the physical education teachers of the new school. The majority of teachers signified that they did not agree that assisting teachers in solving discipline problems should be a function of the physical education supervisor.

Group Assistance

Function 2: to conduct conferences to help incoming teachers plan classroom activities.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	15	93.7	1	6.3	11	68.7	4	25.0	0	0	1	6.3	0	0
Teachers	62	60.2	41	39.8	36	35.0	45	43.7	8	7.8	10	9.7	4	3.9

Table 29. Percentage breakdown of responses to Function 2.

Almost 94 percent of the supervisors, but only 60 percent of the teachers signified that this was, at present, a function of the supervisor. Approximately 79 percent of the teachers and 94 percent of the supervisors reported that it should be.

Function 6: to organize meetings of teachers facing common problems.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	9	56.2	4	25.0	1	6.3	2	12.5	0	0
Teachers	67	65.0	36	35.0	32	31.1	54	52.4	7	6.8	6	5.8	4	3.9

Table 30. Percentage breakdown of responses to Function 6.

Almost 88 percent of the supervisors felt that this was a function presently being performed by the physical education supervisor;

65 percent of the teachers responded in the same way. Both groups indicated that this should be a part of the supervisor's role.

Function 9: to develop an in-service education program for all his teachers.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	15	93.7	1	6.3	13	81.2	3	18.8	0	0	0	0	0	0
Teachers	65	63.1	38	36.9	35	34.0	41	39.8	12	11.7	10	9.7	5	4.8

Table 31. Percentage breakdown of responses to Function 9.

The majority of both groups signified that this was and should be the supervisor's function.

Function 11: to conduct social meetings to help promote group cohesiveness.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	4	25.0	12	75.0	1	6.3	4	25.0	7	43.8	4	25.0	0	0
Teachers	31	30.1	72	69.9	12	11.7	34	33.0	28	27.2	18	17.5	11	10.7

Table 32. Percentage breakdown of responses to Function 11.

75 percent of the supervisors and almost 70 percent of the teachers observed that this was not being carried out by the physical education supervisor. Only 31 percent of the supervisors compared with approximately 45 percent of the teachers agreed that it should be. 44 percent of the supervisors and 27 percent of the teachers replied that they were uncertain.

Function 18: to encourage active participation of teachers in workshops.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	16	100	0	0	9	56.2	5	31.3	2	12.5	0	0	0	0
Teachers	76	73.8	27	26.2	33	32.0	50	48.5	12	11.7	7	6.8	1	1.0

Table 33. Percentage breakdown of responses to Function 18.

Both supervisors and teachers indicated that this was and should be a function of the physical education supervisor.

Function 30: to conduct teacher conferences to discuss common school problems.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	9	56.2	7	43.8	4	25.0	7	43.8	2	12.5	3	18.8	0	0
Teachers	56	54.4	47	45.6	17	16.5	52	50.5	14	13.6	17	16.5	3	2.9

Table 34. Percentage breakdown of responses to Function 30.

A small majority of supervisors and teachers responded that this was a function presently being fulfilled by the physical education supervisor. 67 percent of the teachers and almost 69 percent of the supervisors agreed that it should be.

Function 36: to plan and schedule individual and group conferences during the school term.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	12.5	5	31.3	10	62.5	1	6.3	0	0	0	0
Teachers	58	56.3	45	43.7	12	11.7	63	61.2	13	12.6	13	12.6	2	1.9

Table 35. Percentage breakdown of responses to Function 36.

87.5 percent of the supervisors and approximately 54 percent of the teachers agreed that this function was being carried out by the supervisors. Almost 75 percent of the teachers and almost 94 percent of the supervisors indicated that it should be.

Summary

There was general agreement between supervisors that all the functions listed under Improving Instruction-Group Assistance, except Function II, were part of the supervisor's role at the present time. They reported that to conduct social meetings to help promote group cohesiveness was not. However, they responded that it should be.

Teachers responded in a very similar way. But a much smaller majority than the supervisors signified that the planning and scheduling of individual and group conferences during the school term was at present being fulfilled by the physical education supervisor.

Motivation

Function 12: to encourage the reading of relevant professional literature.

	ACTUAL				PREFERRED									
#	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	12	75.0	4	25.0	8	50.0	7	43.8	1	6.3	0	0	0	0
Teachers	54	52.4	49	47.6	14	13.6	52	50.5	14	13.6	16	15.5	7	6.8

Table 36. Percentage breakdown of responses to Function 12.

75 percent of the supervisors compared with approximately 52 percent of the teachers reported this to be a supervisory function at the present time. About 94 percent of the supervisors thought that it should be, whereas about 64 percent of the teachers responded in the same way.

Function 19: to encourage teachers to take university courses to improve professional competency.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	10	62. 5	6	37. 5	5	31. 3	4	25. 0	6	37. 5	0	0	1	6. 3
Teachers	39	37. 9	64	62. 1	14	13. 6	41	39. 8	20	19. 4	20	19. 4	8	7. 8

Table 37. Percentage breakdown of responses to Function 19.

While approximately 63 percent of the supervisors agreed that this function was presently being performed by the supervisor, 62 percent of the teachers indicated that it was not.

More than 54 percent of the teachers reported that this should be, 19 percent signified uncertainty, and approximately 27 percent indicated that should not be a supervisor's function. Although, approximately 56 percent of the supervisors responded that it should be, 37. 5 percent indicated uncertainty.

Function 22: to schedule formal visits to evaluate teaching performance for the purposes of discovering teacher needs.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	11	68. 7	5	31. 3	6	37. 5	6	37. 5	1	6. 3	2	12. 5	1	6. 3
Teachers	57	55. 3	46	44. 7	20	19. 4	47	45. 6	13	12. 6	16	15. 5	7	6. 8

Table 38. Percentage breakdown of responses to Function 22.

Surprisingly almost 69 percent of the supervisors and only 55 percent of the teachers responded that this was a function presently being carried out by the supervisor. The majority of teachers and supervisors indicated that it should be.

Function 25: to provide the Superintendent and School Board with an appraisal of the teacher's performance.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	6	37. 5	10	62. 5	2	12. 5	8	50. 0	1	6. 3	4	25. 0	1	6. 3
Teachers	45	43. 7	58	56. 3	8	7. 8	41	39. 8	22	21. 4	22	21. 4	10	9. 7

Table 39. Percentage breakdown of responses to Function 25.

There was general agreement between the two groups that this was not at present a function of the physical education supervisor. Approximately 73 percent of the supervisors reported that it should be while almost 48 percent of the teachers responded in a similar way.

Function 29: to attend in-service training with his teachers.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	12	75.0	4	25.0	7	43.8	6	37.5	2	12.5	1	6.3	0	0
Teachers	54	52.4	49	47.6	23	22.3	44	42.7	18	17.5	16	15.5	2	1.9

Table 40. Percentage breakdown of responses to Function 29.

75 percent of the supervisors responded that this was, and approximately 81 percent signified that this should be a supervisory function. A small majority, 52.4 percent of the teachers indicated that this was, while 65 percent reported that it should be.

Function 31: to keep staff acquainted with new developments and materials in physical education.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	10	62.5	6	37.5	5	31.3	4	25.0	6	37.5	0	0	1	6.3
Teachers	39	37.9	64	62.1	14	13.6	41	39.8	20	19.4	20	19.4	8	7.8

Table 41. Percentage breakdown of responses to Function 31.

All of the supervisors and 75 percent of the teachers were agreed that this function was presently a supervisory function, while 88 percent of the teachers and all of the supervisors reported that it should be.

Function 40: to assist teachers in the selection of references and other instructional materials.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	13	81.2	3	18.8	5	31.3	8	50.0	2	12.5	1	6.3	0	0
Teachers	53	51.5	50	48.5	23	22.3	50	48.5	14	13.6	15	14.6	1	1.0

Table 42. Percentage breakdown of responses to Function 40.

A very small majority of teachers, 51 percent, indicated that this was at present a supervisory function, compared with about 81 percent of the supervisors responding in the same way. Both groups were generally agreed that it should be.

Summary

The majority of supervisors reported that it was not at present a function of the physical education supervisor to provide the Superintendent and the School Board with an appraisal of the teacher's performance. They also indicated that all the other functions listed under the heading of Improving Instruction-Motivation were at present being performed by the supervisors. The majority of the teachers responded in the same way, except they indicated that at present it was not a supervisor's function to encourage teachers to take university courses to improve professional competency.

The majority of the supervisors also responded that they felt all the functions in this category should form part of the supervisor's role. The majority of the teachers however, felt that to provide the Superintendent and the School Board with an appraisal of the teacher's performance should not be a physical education supervisory function.

Demonstration Teaching

Function 7: to teach demonstration lessons himself.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	22.5	7	43.8	7	43.8	2	22.5	0	0	0	0
Teachers	44	42.7	59	57.3	20	19.4	40	38.8	19	18.4	18	17.5	6	5.8

Table 43. Percentage breakdown of responses to Function 7.

Although almost 88 percent of the supervisors indicated that this was presently being fulfilled by the supervisors, approximately 57 percent of the teachers observed that it was not. 88 percent of the supervisors and almost 59 percent of the teachers believed that it should be.

Function 23: to arrange for the participation of teachers in in-service training sessions through teaching demonstrations and other appropriate involvement.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	14	87.5	2	22.5	7	43.8	8	50.0	1	6.3	0	0	0	0
Teachers	70	68.0	33	32.0	26	25.2	56	54.4	13	12.6	7	6.8	1	1.0

Table 44. Percentage breakdown of responses to Function 23.

The majority of both teachers and supervisors agreed that this was at present, and should be a physical education supervisory function.

Function 38: to arrange demonstration lessons throughout the year.

	ACTUAL				PREFERRED									
	Is		Is not		SA		A		Unc		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Supervisors	13	81.2	3	18.8	5	31.3	9	56.2	1	6.3	1	6.3	0	0
Teachers	50	48.5	53	51.5	6	5.8	48	46.6	25	24.3	19	18.4	5	4.8

Table 45. Percentage breakdown of responses to Function 38.

Approximately 81 percent of the supervisors responded that it was, whilst 51.1 percent of the teachers indicated that it was not at present a supervisory function. A large majority of supervisors, 87.5 percent, reported that it should be, compared to almost 53 percent of the teachers responding in a similar way. Almost a quarter of the teachers expressed uncertainty.

A RANK COMPARISON OF TEACHER AND SUPERVISOR RESPONSES

By utilizing a Likert type scale Table 46-53 were developed to indicate a comparison between the supervisors' and teachers' preferred role of the physical education supervisor. By "strongly agreeing" with a function listed in Section B of the questionnaire, the teacher or supervisor respondent gained 5 points, similarly "agreeing" gained 4 points, "was uncertain" gained 3 points, "disagreeing" gained 2 points, and "strongly disagreeing" gained 1 point. The totals and means of both teacher and supervisor responses to each function were calculated. Each table shows each function classed under its particular category and the median supervisor and teacher response along with the rank order for each.

Functions listed under Administration of Physical Resources

Functions	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
3. To provide teachers with proper and adequate equipment	4.19	24	4.11	7
13. To advise on the planning of new facilities and maintenance of existing facilities	4.81	1	4.16	3
37. To make recommendations concerning storage, care and repair of equipment and supplies	4.56	8	3.75	23
[illegible] To procure and allocate monies for [illegible] physical education program	3.81	34	4.01	10

Table 46. Supervisor and teacher rankings of functions listed under Administration of Physical Resources.

Both supervisors and teachers observed the importance of advising on the planning of new facilities and maintaining existing facilities by ranking this function 1st and 3rd respectively. Teachers ranked Function 3, to provide teachers with proper and adequate equipment as high as 7th compared with the supervisor's ranking it much lower at 24th. Similarly teachers responded that they thought it very important that the physical education supervisor should procure and allocate monies for the physical education program, by ranking it 10th compared with the supervisors ranking it as low as 34th.

Functions listed under Program Development

Functions	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
10. To help coordinate extra-curricular programs	4.31	19	3.96	13
15. To attend physical education department meetings from time to time to discuss current curricular problems with teachers	4.75	4	4.24	1
24. To advise on interscholastic and intramural activities	4.50	11	4.00	12
26. To provide resource persons to discuss specific curricular problems	4.19	24	3.89	18
34. To assist teachers in curricular planning	4.63	5	3.82	21
41. To conduct research and disseminate the information to teachers	3.88	32	3.43	34

Table 47. Supervisor and teacher rankings of functions listed under Program Development.

Both teachers and supervisors reported the function of attending physical education department meetings from time to time to discuss current curricular problems with teachers, as a very necessary task for the supervisor by ranking it 1st and 4th respectively. Also both groups indicated Function 41, to conduct research and disseminate the information to teachers, to be less important and ranked it 34th and 32nd respectively. The function over which there was greatest disagreement was that of assisting teachers in curricular planning. Supervisors ranked this 5th and teachers 21st.

Functions listed under Public Relations

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
4. To interpret the physical education program to the general public	4.38	15	4.19	2
42. To interpret the physical education program to the School Board members and School Administrators	4.31	19	4.12	6
43. To participate in professional and community projects and organizations	3.94	30	3.69	24

Table 48. Supervisor and teacher rankings of functions listed under Public Relations.

Teachers ranked Functions 4 and 42 very high in the order, 2nd and 6th respectively, while supervisors ranked them 15th and 19th. Function 43, that of participating in professional and community projects and organizations was judged as 24th by teachers and 30th by supervisors.

Functions listed under Staffing

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
1. To assist in making decisions concerning the promotion of staff members	4.25	22	3.50	30
14. To provide for appropriate orientation of new staff members	4.63	5	3.93	16
20. To adopt a "power-over" rather than a "power-with" type of authority with his teachers	1.63	43	2.17	43
35. To be solely responsible for recruiting, selecting, placement and promotion of his personnel	2.94	40	2.52	42

Table 49. Supervisor and teacher rankings of functions listed under Staffing.

To provide for appropriate orientation of new staff members was reported as a relatively important function of the supervisor and ranked 5th by the supervisors and 16th by the teachers. Function 20 was judged by both groups as the least important of all the functions listed in the questionnaire.

Functions listed under Improving Instruction-Individual Assistance

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
5. To encourage teachers to evaluate their own classroom performance	4.81	1	3.93	16
8. To assist teachers in solving specific discipline problems	3.56	37	3.02	41
16. To visit the teacher only when invited to observe some phase of the teacher's work	2.44	42	3.04	40
17. To encourage teachers to experiment with new teaching methods	4.50	11	4.03	9
21. To hold individual conferences with teachers following classroom visits	4.63	5	3.89	18
27. To conduct individual pre-teaching conferences to help teachers plan future activities	3.94	30	3.46	33
28. To personally introduce the new teacher to the physical education teachers of the new school	2.81	41	3.08	39
32. To instruct teachers on the methods of evaluation or grading in physical education	4.00	29	3.38	35
33. To consult with teachers about their strengths and weaknesses	4.38	15	3.68	25

Table 50. Supervisor and teacher rankings of functions listed under Improving Instruction-Individual Assistance.

Supervisors ranked Function 5, that of encouraging teachers to evaluate their own classroom performance, as 1st while teachers ranked the same function as 16th. Function 16, to visit the teacher only when invited to observe some phase of the teacher's work, was ranked 42nd by the supervisors and 40th by the teachers.

Functions listed under Improving Instruction-Group Assistance

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
2. To conduct conferences to help incoming teachers plan classroom activities	4.56	8	3.96	13
6. To organize meetings of teachers facing common problems	4.01	10	4.35	18
9. To develop an in-service education program for all his teachers	4.81	1	3.88	20
11. To conduct social meetings to help promote group cohesiveness	3.13	39	4.15	4
18. To encourage active participation of teachers in workshops	4.44	13	4.04	8
30. To conduct group teacher conferences to discuss common problems	3.61	28	3.75	34
36. To plan and schedule individual and group conferences during the school term	4.25	22	3.68	25

Table 51. Supervisor and teacher rankings of functions listed under Improving Instruction-Group Assistance.

Supervisors strongly agreed that Function 9, to develop an in-service education program for all his teachers, should be an important function of the physical education supervisor and ranked it 1st. Teachers, however, ranked it 20th. The greatest disagreement was over Function 11. Teachers ranked this function, to conduct social meetings to help promote group cohesiveness, as 4th. Supervisors ranked it 39th.

Functions listed under Improving Instruction-Motivation

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
12. To encourage reading of relevant professional literature	4.44	13	3.49	31
19. To encourage teachers to take university courses to improve professional competence	3.75	34	3.32	36
22. To schedule formal visits to evaluate the teaching performance for the purposes of discovering teacher needs	3.88	32	3.55	29
25. To provide the Superintendent and the School Board with an appraisal of the teacher's performance	3.38	38	3.15	38
29. To attend in-service training with his teachers	4.19	24	3.68	35
31. To help keep staff acquainted with new developments and materials in physical education	4.56	8	4.14	5
40. To assist teachers in the selection of references and other instructional materials	4.06	28	3.77	22

Table 53. Supervisor and teacher rankings of functions listed under Improving Instruction-Motivation.

Function 31, to keep staff acquainted with new developments and materials in physical education, was ranked 8th and 5th respectively by supervisors and teachers. Both teachers and supervisors ranked Function 25, that of providing the Superintendent and the School Board with an appraisal of the teacher's performance, low down in the order at 38th. Supervisors strongly agreed that an important function of the supervisor was to encourage the reading of relevant professional literature and ranked it 13th. Teachers ranked this same function 31st.

Functions listed under Improving Instruction-Demonstration Teaching

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
7. To teach demonstration lessons himself	4.31	19	3.49	31
23. To arrange for the participation of teachers in in-service training sessions through teaching demonstrations and other appropriate involvement	4.38	15	3.96	13
38. To arrange demonstration lessons throughout the year	4.13	27	3.30	37

Table 53. Supervisor and teacher rankings of functions listed under Improving Instruction-Demonstration Teaching.

None of the three functions listed under this category were ranked very high by either teachers or supervisors.

The Kendall rank correlation coefficient τ (tau) was used to measure the association, or correlation between supervisors' and teachers' rankings of the 43 functions listed in Section B of the questionnaire. The Kendall τ (tau) correlation was 0.48.

The Top Ten Ranked Functions Ranked by Supervisors and Teachers

By utilizing Tables 46-53 and combining the ranks of the supervisors and the teachers for all the 43 functions the lowest 10 number combinations gave us those functions which were considered the 10 most important.

Table 54 summarizes the items found in the top ten ranked positions which were selected by both supervisors and teachers.

Theoretical Area of Supervision	Function Number	Rank for Supervisor Response	Rank for Teacher Response
Administration of Physical Resources	(13)	2	3
Program Development	(15)	4	1
	(24)	11	12
Public Relations	(4)	16	2
Staffing	(14)	6	16
Improving Instruction (Individual Assistance)	(17)	11	9
Improving Instruction (Group Assistance)	(18)	13	8
	(9)	1	20
	(2)	8	13
Improving Instruction (Motivation)	(31)	9	5

Table 54. The top ten ranked functions selected by supervisors and teachers.

It is noted that 5 of these top ten rankings pertained to the area of Improving Instruction. The functions displaying the greatest amount of agreement were those pertaining to the areas of Administration of Physical Resources, Program Development, and the Motivational aspect of Improving Instruction.

The Ten Least Desired Supervisory Functions Ranked by Supervisors and Teachers

By utilizing the combination of ranks method again the ten least desired supervisory functions were calculated. The highest 10 number combinations gave us the functions which were considered the 10 least important. Table 55 summarizes these results.

Theoretical Area of Supervision	Function Number	Rank for Supervisor Response	Rank for Teacher Response
Program Development	(41)	34	32
Staffing	(20)	43	43
	(35)	40	42
Improving Instruction (Individual Assistance)	(8)	37	41
	(16)	42	40
	(28)	41	39
	(32)	29	35
Improving Instruction (Motivation)	(19)	35	36
	(25)	38	38
	(32)	29	35

Table 55. The ten least desired supervisory functions ranked by supervisors and teachers.

It is noted that 7 of the 10 least desired supervisory functions pertained to the area of Improving Instruction. It is also noted that supervisors and teachers agree more on the least desired than they agree on the most desired items.

SUMMARY

This chapter examined a comparison of teacher and supervisor responses to functions often attributed to the role of the physical education supervisor with specific reference to his actual and preferred role. The functions were described in Section B of the questionnaire.

The functions under the heading of Administration of Physical Resources were judged by both teachers and supervisors as being tasks presently performed by the supervisors; both groups indicated that all the functions should be supervisory functions.

The functions listed under the heading of Program Development were reported by the majority of teachers and supervisors as being functions being carried out at present by the supervisors, and also that they should be. Function 14 stated that it was a function of the physical education supervisor to conduct research and disseminate the information to teachers. Approximately 56 percent of the supervisors and 63 percent of the teachers observed that it was not a function presently being performed; however, 59 percent of the supervisors and 63 percent of the teachers reported that it should be.

Supervisors and teachers were generally in agreement that the three functions listed under the heading of Public Relations were and should be functions performed by the physical education supervisor.

Two of the four functions categorized under Staffing were judged to be and should be functions of the physical education supervisor, by both teachers and supervisors. The other two functions under this heading were concerned with adopting a "power-over" rather than a "power-with" type of authority with his teachers, and concerned with being solely responsible for recruiting, selecting, placement and promotion of his personnel. All the supervisors perceived that it was not, and should not be, a function of the supervisor to adopt a "power-over" type of authority with his teachers. A large majority of the teachers responded in a similar manner. Likewise, 87.5 percent of the supervisors observed that it was not and 50 percent indicated that the supervisor should not be solely responsible for recruiting, selecting, placement and promotion of his personnel. Again, the teachers responded in much the same way.

Functions listed under the heading of Improving Instruction-Individual Assistance pointed out some important differences between the actual and preferred role of the physical education supervisor, as indicated by the supervisors and the teachers. The majority of both groups indicated that Functions 5, 17, 21, and 33 were and should be functions of the physical education supervisor. Function 16 stated that it was a function of the supervisor to visit the teacher only when invited to observe some phase of the teacher's work; and Function 28 stated that it was a supervisory function to personally introduce the new teacher to the physical education teachers of the new school. The majority of both groups observed that in neither case was this a supervisory function. Almost 40 percent of the teachers agreed and approximately 39 percent disagreed in deciding whether Function 16 should be performed by the supervisor. Almost 63 percent of the supervisors indicated that it should not be a function. 45 percent of the teachers agreed and approximately 41 percent disagreed that Function 28 should be performed by the supervisor. Similarly, 19 percent of the supervisors agreed and 38 percent disagreed.

There were differences between teacher and supervisor perceptions of the actual and preferred roles of the supervisor in the remaining three tasks in this category. 87.5 percent of the supervisors observed that at present it was a function of the supervisor to assist teachers in solving specific discipline problems; however 66 percent of the teachers indicated that it was not. The majority of the supervisors responded that it should be while the teachers seemed uncertain.

Similarly, 62.5 percent of the supervisors judged that it was at present a function of the supervisor to conduct pre-teaching conferences to help teachers plan future activities; 65 percent of the teachers judged that it was not. Both groups then indicated large percentages of uncertainty about whether this should be performed by the supervisor.

The majority of supervisors indicated that it was presently and should be a function of the supervisor to instruct teachers on methods of evaluation or grading in physical education whereas the majority of teachers signified that it was not but should be.

Only one of the functions listed under Improving Instruction-Group Assistance that was judged by the majority of supervisors and teachers not to be a function of the physical education supervisor at the present time. Function II suggested that the supervisor should conduct social meetings to help promote group cohesiveness. About 75 percent of the supervisors and approximately 70 percent of the teachers indicated that it was not; both groups reported a high percentage of uncertainty when signifying whether it should or should not be.

Two of the functions listed under Improving Instruction-Motivation displayed disagreement between the actual and preferred role of the physical education supervisor either as judged by supervisor or teacher. Function 25 stated that a function of the physical supervisor was to provide the Superintendent and the School Board with an appraisal of the teacher's performance. The majority of both groups indicated that this was not presently being carried out by the supervisor. However, 62.5 percent of the supervisors reported that it should be, while about 48 percent of the teachers signified that it should not be.

Function 19 suggested that the supervisor should encourage teachers to take university courses to improve professional competency. The majority of the supervisors responded that it presently was and should be; teachers responded that it was not and should be.

Two of the functions listed under Improving Instruction-Demonstration Teaching were considered by teachers not to be at present functions of the physical education supervisor. The majority of the teachers observed that it was not a function of the supervisors to teach demonstration lessons himself, but should be. Similarly they responded that it was not a function to arrange demonstration lessons throughout the year, but again should be. Supervisor respondents signified all the tasks in this category were and should be performed by the physical education supervisor.

The next part of this chapter dealt with a comparison between supervisors' and teachers' preferred role of the physical education supervisor. By using a Likert type scale the medians of teacher and supervisor responses to each function was tabulated and then each function placed in rank order. Under each category areas of agreement and disagreement were noted and commented upon. The Kendall rank correlation coefficient τ (tau) was calculated to measure the association or correlation between supervisor and teacher rankings. The value of τ (tau) was calculated to be 0.48. By utilizing a combination of ranks method the ten most desired and ten least desired supervisory functions, as perceived by both supervisors and teachers, were calculated.

CHAPTER FIVE

THE PREFERRED AND ACTUAL ROLE OF THE PHYSICAL EDUCATION SUPERVISOR RELATED TO TEACHER CHARACTERISTICS

The preferred and actual role of the physical education supervisor related to teacher characteristics will be considered in this chapter. When analyzing responses concerning the actual supervisory role, comments will be confined to those functions which evidence a larger than twenty percent disagreement between different teacher group responses. When analyzing responses concerning the preferred supervisory role, comments will be confined to those functions evidencing larger than fifteen percent disagreement between different teacher group responses. The following six teacher characteristics will be considered: 1) sex, 2) teaching experience, 3) professional training, 4) age, 5) level of instruction, 6) size of school.

I. SEX

Table 55 indicates the functions on which male and female disagreement ought to be commented upon, concerned with the actual role of the physical education supervisor.

Function 12 stated that it is a function of the physical education supervisor to encourage the reading of relevant professional literature.

Results indicate that a much larger percentage of male teachers are receiving this kind of encouragement, than are female teachers.

Function	Function *is* being performed (Percentage response)	Function is *not* being performed (Percentage response)	Function *is* being performed (Percentage response)	Function is *not* being performed (Percentage response)
12. to encourage the reading of relevant professional literature	68.6	31.4	47.6	52.4
25. to provide the superintendent and the school board with an appraisal of the teacher's performance	33.7	66.3	54.0	46.0
29. to attend in-service training with his teachers	40.1	59.9	61.0	39.0
36. to plan and schedule individual and group conferences during the school term	66.7	33.3	42.3	57.7
38. to arrange demonstration lessons throughout the year	57.9	42.1	36.2	63.8

Table 55. Indicating the male and female disagreement on the *actual* role of the physical education supervisor.

More than 66 percent of male teachers responded that to provide the superintendent and the school board with an appraisal of the teacher's performance was not at present being fulfilled by the physical education supervisor. Only 46 percent of the female teachers responded similarly.

Approximately 40 percent of the male teachers reported that the physical education supervisor actually did attend in-service training with his teachers, compared with 61 percent of female teachers reporting the same.

To plan and schedule individual and group conferences during the school term was a function disagreed upon by male and female teachers. Almost 67 percent of males indicated that at present this was being performed by the physical education supervisor while almost 58 percent of females responded that it was not.

Function 38 stated that it is a function of the physical education supervisor to arrange demonstration lessons throughout the year. Almost 58 percent of the male respondents judged that this was presently being performed, while almost 64 percent of the females reported that it was not.

Approximately 58. 0 percent of the males indicated that this function was being fulfilled by their physical education supervisors. Almost 64. 0 percent of the females signified that it was not.

Table 56 shows male and female disagreement on the preferred role of the physical education supervisor.

Whereas 47. 4 percent of the males reported that the physical education supervisor should teach demonstration lessons himself, 67. 4 percent of the females stressed the importance of this.

The function of the physical education supervisor is to:	MALE		FEMALE	
	Agree %	Disagree %	Agree %	Disagree %
7. teach demonstration lessons himself	47.4	31.7	67.4	13.1
11. conduct social meetings to promote group cohesiveness	51.9	25.6	36.9	21.7
28. personally introduce the new teacher to the physical education teachers of the new school	56.1	33.3	30.4	56.0

Table 56. Showing male and female disagreement on the preferred role of the physical education supervisor.

A small majority of male teachers emphasized that the supervisor should conduct social meetings to help promote group cohesiveness, however only 37 percent of the female respondents agreed.

Approximately 56 percent of the male teachers judged that the supervisor should personally introduce the new teacher to the physical education teachers of the new school. More than half of the female respondents indicated that they should not.

With disagreement between male and female responses to the actual role of the physical education supervisor on only 5 functions and disagreement between them on the preferred supervisory role on 3 functions, very little importance could be attached to sex as a teacher characteristic in defining the role of the physical education supervisor.

II. TEACHING EXPERIENCE

Teacher respondents were divided into 4 groups according to their teaching experience. 55 teachers had 0 to 4 years' experience; 36 teachers had 5 to 12 years' experience; 10 had taught for 13 to 20 years and 2 had taught for more than 20 years.

There was only one function where there was any kind of disagreement. This was concerned with the preferred role of the physical education supervisor. Item 7 stated that a function of the physical education supervisor was to teach demonstration lessons himself. The majority of each category of teachers, except the category that had taught for 13 to 20 years, indicated that they agreed he should. The majority of this exceptional group (80 percent) indicated their disagreement.

In general, it appears that differences in role expectations of the physical education supervisor among teachers of different categories of teaching experience is not an important factor.

III. PROFESSIONAL TRAINING

Of the teacher categories, classified according to their professional training, 27 had gained a post-graduate degree, 72 had gained a graduate degree, and 4 had no degree at all. Because of the low number of respondents in this last category very little consideration was given to it. Basically only a comparison between graduate and post-graduate responses was made. It was noted that there was disagreement between these two groups in their responses to items 27, 32, and 34. Each was concerned with the preferred role rather than the actual role of the physical education supervisor.

Function 27 stated that it was the physical education supervisor's function to conduct individual pre-teaching conferences to help teachers plan future activities. While approximately 78 percent of the post-graduates indicated their agreement, only 40 percent of the graduates indicated that this should be a function of the physical education supervisor.

Function 32 suggested that to instruct teachers on methods of evaluation or grading in physical education was a function of the physical education supervisor. While approximately 35 percent of the post-graduates indicated their agreement, 65 percent of the graduates reported that it should be.

Function 1 stated that the physical education supervisor should assist in making decisions concerning promotion of staff members. Almost 52 percent of the post-graduates disagreed whilst 78 percent of the graduates indicated their agreement.

With disagreement between these two categories of teachers on only 3 of the 43 functions, professional training of teachers cannot be considered an important factor in determining the role of the physical education supervisor.

IV. AGE

According to age, the teacher respondents were divided into 2 categories. There were 74 teachers aged 30 years or less, and 29 were aged over 30.

There was no disagreement between the two groups concerning the actual or preferred role of the physical education supervisor.

V. LEVEL OF INSTRUCTION

Teacher respondents were divided into 2 categories. 35 were teaching in high schools, and 68 taught at the junior high level. On comparing the responses of these two categories it was noted that there were 5 areas of disagreement.

The majority of junior high school teachers indicated that the physical education supervisor should conduct research and disseminate knowledge to his teachers, while the high school teachers were uncertain; 45 percent agreed that it should and 43 percent disagreed that it should.

The majority of high school teachers reported that they disagreed that the physical education supervisor should assist teachers with specific discipline problems. The junior high school teachers signified their agreement that he should.

Function 38 stated that it was a physical education supervisor's function to arrange demonstration lessons throughout the year.

The majority of high school teachers indicated that this was not being performed by their supervisors and that it should not. The majority of junior high school teachers signified that it was a supervisory function presently being performed in their schools and agreed that it should be.

Only 34 percent of the high school teachers responded that the teaching of demonstration lessons by the supervisors themselves was a function presently being performed. Almost 50 percent of the junior high school teachers reported that it was.

With disagreement between high school and junior high school teachers in only 5 areas, it would be unreasonable to suggest that the level of instruction as a teacher characteristic is of any real importance in defining the role of the physical education supervisor.

VI. SIZE OF SCHOOL

A comparison of respondents teaching in large junior high schools and those teaching in small junior high schools was made. There was disagreement on only two of the functions attributed to the physical education supervisor.

The majority of large junior high school teachers indicated that it should be a physical education supervisor's function to assist teachers in solving specific discipline problems, while almost half of the teachers in small junior high schools indicated that it should not be.

Similarly, the majority of large junior high school teachers responded that the physical education supervisor should conduct social meetings to help promote group cohesiveness. The majority of small junior high school teachers indicated that they were either uncertain or disagreed.

VII. A RANK COMPARISON OF SUPERVISOR AND TEACHER CATEGORY RESPONSES

By using a Likert-type scale the rank order of all the 43 items according to supervisors and each category of teachers was calculated. Tables 58-63 show these figures. Only those functions generally ranked very high or very low by both supervisors and each teacher category and those functions evidencing an obvious ranking discrepancy between certain teacher categories and supervisors will be commented upon.

Functions listed under Administration of Physical Resources

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
3. To provide teachers with proper and adequate equipment	24	3	3	1	23	10	6
13. To advise on the planning of new facilities and maintenance of existing facilities	1	8	9	5	1	1	23
37. To make recommendations concerning storage, care, and repair of equipment and supplies	8	27	13	17	27	25	27
39. To procure and allocate monies for the physical education program	34	8	23	6	6	5	18

Table 57. Supervisor and each teacher category rankings of functions listed under Administration of Physical Resources.

Key:
MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

The supervisors and all the categories of teachers, except the female teachers in small junior high schools, ranked Function 13 in the top ten functions to be performed by the physical education supervisor. Results indicated therefore, that to advise on the planning of new facilities and maintenance of existing facilities is generally regarded by supervisors and teachers as the most important function under Administration of Physical Resources, to be performed by the physical education supervisor.

Functions listed under Program Development

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
10. To help co-ordinate extra-curricular programs	19	19	18	10	4	10	12
15. To attend physical education department meetings from time to time to discuss current curricular problems with teachers	4	1	5	1	6	2	16
24. To advise on inter-scholastic and intra-mural activities	11	6	23	8	1	7	21
26. To provide resource persons to discuss specific curricular problems	24	29	18	6	20	16	12
34. To assist teachers in curricular planning	5	3	13	20	23	21	23
41. To conduct research and disseminate the information to teachers	32	27	41	27	33	31	21

Table 58. Supervisor and each teacher category rankings of functions listed under Program Development.

Key:
MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

Generally regarded as the most important function under the heading of Program Development by both supervisors and teachers was Function 15: to attend physical education department meetings from time to time to discuss current curricular problems with teachers. Function 41: to conduct research and disseminate the information to teachers was ranked the lowest in this category by all groups of respondents.

Functions listed under Public Relations

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
4. To interpret the physical education program to the general public	15	2	3	3	14	2	20
42. To interpret the physical education program to the School Board members and school administrators	19	19	2	12	4	5	6
43. To participate in professional and community projects and organizations	30	31	18	24	23	14	26

Table 59. Supervisor and each teacher category rankings of functions listed under Public Relations.

Key:
MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

It should be noted when examining the functions listed under

Public Relations, that Functions 4 and 42 are judged very important by some of the categories of teachers and much less important by other categories.

Functions listed under Staffing

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
1. To assist in making decisions concerning the promotion of staff members	22	25	12	33	40	16	35
14. To provide for appropriate orientation of new staff members	5	8	16	13	6	27	6
20. To adopt a "power-over" rather than a "power-with" type of authority with his teachers	43	43	43	43	43	42	43
35. To be solely responsible for recruiting, selecting, placement and promotion of his personnel	40	40	42	42	42	43	42

Table 60. Supervisor and each teacher category rankings of functions listed under Staffing.

Key:
MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

In the category of Staffing, Functions 20 and 35 are judged to be of very little importance by all categories of respondents, in defining the role of the physical education supervisor. Supervisors and all categories of teachers, with the exception of the male teachers in the small junior schools, ranked Function 14 high on the list.

Functions listed under Improving Instruction-Individual Assistance

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
5. To encourage teachers to evaluate their own classroom performance	1	19	9	21	20	13	6
8. To assist in solving specific discipline problems	37	6	5	10	12	20	12
16. To visit the teacher only when invited to observe some phase of the teacher's work	42	35	38	33	38	40	39
17. To encourage teachers to experiment with new teaching methods	11	4	5	13	6	10	4
21. To hold individual conferences with teachers following classroom visits	5	12	5	17	21	4	10
27. To conduct invidual pre-teaching conferences to help teachers plan future activities	30	42	33	31	27	31	34
28. To personally introduce the new teacher to the physical education teachers of the new school	41	25	41	36	41	36	41
32. To instruct teachers on the methods of evaluation or grading in physical education	29	29	36	24	36	30	35

Table 60. (Continued)

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
33. To consult with teachers about their strengths and weaknesses	15	31	18	36	15	16	16

Table 61. Supervisor and each teacher category rankings of functions listed under Improving Instruction-Individual Assistance.

Key: MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

There were examples of large differences in the rankings of functions listed under Improving Instruction-Individual Assistance. Although supervisors ranked Function 5, to encourage teachers to evaluate their own classroom performance, as 1st, male high school teachers and male and female teachers in large junior high schools ranked it about 20th. Supervisors ranked Function 8, to assist in solving specific discipline problems, as low as 37th, but teachers particularly the high school teachers ranked it as high as 5th or 6th.

Functions listed under Improving Instruction-Group Assistance

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
2. To conduct conferences to help in-coming teachers plan classroom activities	8	3	13	8	23	14	11
6. To organize meetings of teachers facing common problems	10	6	5	10	12	20	12
9. To develop an in-service education program for all his teachers	1	22	28	21	6	24	2
11. To conduct social meetings to help promote group cohesiveness	39	33	39	36	33	36	39
18. To encourage active participation of teachers in workshops	13	14	11	21	11	9	1
30. To conduct group teacher conferences to discuss common school problems	28	14	29	27	17	33	29
36. To plan and schedule individual and group conferences during the school term	22	14	23	17	33	27	33

Table 62. Supervisor and each teacher category rankings for functions listed under Improving Instruction-Group Assistance.

Key:
MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

A major difference in the rankings of the functions listed under

Improving Instruction-Group Assistance was noted. Supervisors ranked Function 9, to develop an in-service education program for all his teachers, as 1st. Only the female teachers in small junior high schools ranked this same function in the top 6, while other teacher categories ranked it in the 20's.

Functions listed under Improving Instruction-Motivation

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
12. To encourage reading of relevant professional literature	13	22	35	30	30	36	27
19. To encourage teachers to take university courses to improve professional competence	34	33	30	33	38	35	31
22. To schedule formal visits to evaluate the teaching performance for the purposes of discovering teacher needs	32	40	23	27	17	21	31
25. To provide the Superintendent and the School Board with an appraisal of the teacher's performance	38	37	30	41	36	33	38
29. To attend in-service training with his teachers	24	14	33	16	32	27	18
31. To help keep staff acquainted with new developments and materials in physical education	8	8	18	4	1	7	3

Table 62. (Continued)

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
40. To assist teachers in the selection of references and other instructional materials	28	14	30	24	17	21	12

Table 63. Supervisor and each teacher category rankings for functions listed under Improving Instruction-Motivation.

Key:
MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

Under the heading of Improving Instruction-Motivation, the major difference in the rankings was observed in Function 12, to encourage the reading of relevant professional literature. Supervisors ranked this as 13th, while each category of teacher ranked it much lower. Also female teachers in large junior high schools ranked Function 31, to keep staff acquainted with new developments and materials in physical education, as 1st, compared with the female high school teachers who ranked it 18th.

Functions listed under Improving Instruction-Demonstration Teaching

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
7. To teach demonstration lessons himself	19	37	1	32	21	36	30
23. To arrange for the participation of teachers in in-service training sessions through teaching demonstrations and other appropriate involvement	15	12	16	13	15	16	4
38. To arrange demonstration lessons throughout the year	27	35	37	36	27	26	31

Table 64. Supervisor and each teacher category rankings for functions listed under Improving Instruction-Demonstration Teaching.

Key: MHS - male high school teacher
FHS - female high school teacher
MLJHS - male teacher in large junior high school
FLJHS - female teacher in large junior high school
MSJHS - male teacher in small junior high school
FSJHS - female teacher in small junior high school

Function 7, listed under Improving Instruction-Demonstration Teaching, stated that it was the function of the physical education supervisor to teach demonstration lessons himself. Female high school teachers ranked this 1st, but supervisors and each other category of teachers ranked it very much lower.

The Kendall rank correlation coefficient τ (tau) was calculated to measure the association or correlation between supervisor and each teacher category rankings. The results are as follows:

Correlation between supervisors and male high school teachers, = 0. 45.
Correlation between supervisors and female high school teachers, = 0. 47.
Correlation between supervisors and male teachers in large junior high schools, = 0, 41.
Correlation between supervisors and female teachers in large junior high schools, = 0. 46.
Correlation between supervisors and male teachers in small junior high schools, = 0. 44.
Correlation between supervisors and female teachers in small junior high schools, = 0. 43.

The range of these correlation coefficients is small, but would indicate that there is the most agreement between supervisors and female high school teachers and least agreement between supervisors and male teachers in large junior high schools. However, because of the small degree of differences amongst these results, not too much significance should be attached to them.

The remainder of this chapter will be concerned with the information elicited by Section C of the questionnaire.

The first question asked the teachers was:

What percentage of his time do you think your supervisor should spend i) in schools? ii) in the office? iii) other?

Teachers responded that 50. 7 percent of his time should be spent in schools, and 44. 3 percent be spent in the office. Other respondents suggested that maybe 5 percent be spent at meetings or on public relations work.

The corresponding question to supervisors was:

What percentage of your time do you spend i) in schools? ii) in the office? iii) other?

Supervisors responded that they spent 52.8 percent of their time in schools and 47.2 percent in the office. These figures compare very favorably with the teachers' responses and suggest that 50 percent of time spent in schools and 50 percent spent in the office by supervisors would be satisfactory to both teachers and supervisors.

The second question asked teachers was:

What percentage of your supervisor's time should be spent on the following supervisory areas? The teachers responded in the following way:

Administration of Physical Resources	14.6 percent
Program Development	22.7 percent
Public Relations	14.0 percent
Staffing	11.5 percent
Improving Instruction	37.2 percent

The corresponding question asked supervisors was:

What percentage of your time do you actually spend on the following supervisory areas? Supervisors responded in the following way:

Administration of Physical Resources	12.9 percent
Program Development	24.7 percent
Public Relations	6.9 percent
Staffing	7.4 percent

Improving Instruction 47.9 percent

Two conclusions may be drawn from comparing the teacher and supervisor responses to this question. Teachers suggest that more time should be spent in the Public Relations area than actually is at present. Supervisors suggest that almost 50.0 percent of their time is spent improving instruction. The teachers, however, judge 37.2 percent of the supervisor's time allotted to this area as sufficient.

The teachers were also asked:

How often do you personally meet your supervisor?

3 percent reported once every 2 weeks. 11 percent said once a month. 20 percent said once a term. 20 percent indicated once a year, and 46.0 percent signified that they met their supervisor as required. From this information it seems that supervisors are attending to their jobs in schools and are available generally when required.

Summary

This chapter has been concerned with an analysis of the responses related to different characteristics, pertaining to the actual and preferred role of the physical education supervisor. Analysis was confined to functions indicating disagreement between the different teacher groups and was limited to include the following 6 teacher characteristics: i) sex ii) teaching experience iii) professional training iv) age v) level of instruction vi) size of school.

A comparison of the rankings of the 43 functions listed in the questionnaire, by teachers and the six categories of teachers was made and commented on. The Kendall rank correlation coefficient τ (tau) was calculated to find the association of the supervisors' ranks and each teacher categorys' ranks. It was found that the largest amount of correlation was between supervisors and female high school teachers ($\tau = 0.47$) and the smallest between supervisors and male teachers in large junior high schools ($\tau = 0.41$).

The final part of the chapter concerned the information gained from Section C of the questionnaire and compared teacher and supervisor responses to the percentages of time that were and should be allocated to various supervisory areas.

Lastly teacher responses to the question, how often do you meet your supervisor, were recorded.

BELFAST BOND

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to restate the problems investigated, to summarize the findings, to present the conclusions that may be drawn from this study, and to make recommendations arising out of the findings.

I. RESTATEMENT OF THE PROBLEM

The purpose of this study was to determine the actual role, and the preferred role of the physical education supervisor in Alberta, as perceived by physical education teachers and physical education supervisors. In order to identify areas of agreement and disagreement a questionnaire was prepared consisting of 43 supervisory functions that were considered attributable to the physical education supervisor.

The sample used consisted of all the physical education supervisors in Alberta, and 25 percent of each of the following categories of teachers: male high school teachers, female high school teachers, males employed in large junior high schools, females employed in large junior high schools, males teaching in small junior high schools, and females teaching in small junior high schools. The respondents were asked to indicate first whether the physical education supervisory functions listed in the questionnaire were being presently performed by the physical education supervisors in their schools, and secondly the extent to which these functions ought to be fulfilled by the physical education supervisors. To indicate their preferences, they were asked to select one of five responses on a five point scale, namely SA (strongly agree), A (agree), UNC (uncertain), D (disagree), SD (strongly disagree).

The results of the raw data obtained, were converted to percentages and tabulated for supervisors, teachers, and the various categories of teachers. For each group of respondents the tabulated data were converted to medians on each item, and items then ranked according to the degree of emphasis placed on each. The Kendall rank correlation coefficient τ was calculated for all items to determine significant differences among the various categories of respondents.

The theoretical areas of supervision emphasized were determined by considering the rank order of items, and the number of items found in the top ranks which pertain to specific areas of supervision. Least emphasized areas were also identified by a consideration of the items appearing in the lower ranks pertaining to specific areas of supervision.

II. SUMMARY OF FINDINGS

The main problem was sub-divided into more specific sub-problems. The following is a restatement of the sub-problems and the findings related to each.

Sub-problem I. What is the present role of the physical education supervisor, and the preferred role of the physical education supervisor, as perceived by physical education supervisors relative to: (a) administration of physical resources, (b) program development, (c) public relations, (d) staffing, (e) improving instruction?

An analysis of the perceptions of physical education supervisors indicated that most physical education supervisors concurred that the functions listed under the heading of Administration of Physical Resources were being performed at the present time by the supervisors, and indeed should be. There was no exception.

Supervisors ranked Function 13, to advise on the planning of new facilities and maintenance of existing facilities as the most important function of the 43 attributed to the supervisor in the questionnaire. They ranked Function 37, to make recommendations concerning storage, care and repair of equipment and supplies, as 8th.

The perceptions of the physical education supervisors differed as to the actual and preferred role of the supervisor on only one of the functions listed under the heading of Program Development. Supervisors judged that at present supervisors were not in general conducting research and disseminating information to teachers. However, they felt that they should.

Supervisors judged Function 15, to attend physical education department meetings from time to time to discuss current curricular problems with teachers, and Function 34, to assist teachers in curricular planning, as very important supervisory functions by ranking them 4th and 5th respectively.

Supervisors were in general agreement that all the 3 functions listed under the heading of Public Relations were presently being fulfilled by the physical education supervisors. They also indicated that they should be.

Of these 3 functions, Function 4, to interpret the physical education program to the general public, was ranked highest by supervisors at 15th. Function 43, to participate in professional and community projects and organizations, was ranked much lower at 30th.

Perceptions of supervisors relative to Staffing evidenced only a slight discrepancy between the actual and preferred role. Supervisors indicated that, at present, it was not their responsibility to be solely responsible for recruiting, selecting, placement and promotion of his personnel. However, 50 percent of the supervisors responded that they disagreed with this function being considered a part of the physical education supervisor's role.

Ranked 5th, and by far the most important function listed under the category of Staffing was Function 14, to provide for appropriate orientation of new staff members. Supervisors also signified that they adopt a "power-with" rather than a "power-over" type of authority with their teachers, by ranking this particular function 43rd.

Supervisors perceived that all the functions, except two listed under Improving Instruction-Individual Assistance, were being and should be performed by the physical education supervisor. The two exceptions were Function 16, to visit the teacher only when invited to observe some phase of the teacher's work, and Function 28, to personally introduce the new teacher to the physical education teachers of the new school. They indicated that these were not and should not be performed by the supervisor. Judged as the most important of the functions listed under this category was Function 5, to hold individual conferences with teachers following classroom visits. They ranked this as 5th.

Supervisors perceived that all the functions, except one, listed under Improving Instruction-Group Assistance, were being and should be performed by the physical education supervisors. They indicated that Function II, to conduct social meetings to help promote group cohesiveness, was not being performed by the supervisors. However, only 25 percent disagreed that it should. It is also important to note that almost 44 percent indicated uncertainty.

Three of the functions listed under this category were judged to be very important tasks to be performed by the physical education supervisor. Function 9, to develop an in-service education for all his teachers was ranked 1st; Function 2, to conduct conferences to help incoming teachers plan classroom activities, was ranked 8th; and Function 6, to organize meetings of teachers facing common problems, was ranked 10th.

The perceptions of supervisors differed as to the actual and preferred role of the physical education supervisor, relative to Improving Instruction-Motivation. Supervisors perceived that, at present, it was not their responsibility to provide the Superintendent and the School Board with an appraisal of the teacher's performance. However, they felt that this should be a task of the physical education supervisor. Function 31, to help keep staff acquainted with new developments and materials in physical education, was ranked the highest of all the functions listed under this category at 8th.

There was general agreement amongst supervisors that the functions listed under the heading of Improving Instruction-Demonstration Teaching were, and should be performed by the physical education supervisor. Ranked the highest of the 3 functions in this category was Function 23, to arrange for the participation of teachers in in-service training sessions through teaching demonstrations and other appropriate involvement; it was ranked 15th.

Sub-problem 2. What is the present role of the physical education supervisor, and the preferred role of the physical education supervisor, as perceived by teachers relative to: (a) administration of physical resources, (b) program development, (c) public relations, (d) staffing, (e) improving instruction?

Teachers generally agreed that the functions listed under the heading of Administration of Physical Resources, were and should be tasks of the physical education supervisor. They judged of great importance Function 13, to advise on the planning of new facilities and maintenance of existing facilities, and Function 3, to provide teachers with proper and adequate equipment, by ranking them 3rd and 7th respectively.

Teachers were in agreement that the functions described under the heading of Program Development were being, and should be performed by the physical education supervisor. However, there was one exception. Teachers indicated that supervisors were not conducting research and disseminating the information to the teachers, but the majority felt they should be. Under this category, teachers ranked Function 15, to attend physical education department meetings from time to time to discuss current curricular problems with teachers, as the most important function of the 43 attributed to the supervisor in the questionnaire.

Teachers generally agreed that the functions listed under the heading of Public Relations were and should be functions of the physical education supervisor. They ranked Function 4, to interpret the physical education program to the general public as 2nd, and Function 42, to interpret the physical education program to the School Board members and school administrators, as 6th.

Teachers responded that the role of the physical education supervisor, under the heading of Staffing, did and should include assisting in making decisions concerning the promotion of staff members, and also providing for the appropriate orientation of new staff members. Teachers perceived that it was not, and should not be a function of the supervisor to adopt a "power-over" rather than a "power-with" type of authority with his teachers. None of the functions under this category were ranked very high. Function 14 was the highest. It was ranked 16th.

Perceptions of teachers relative to Improving Instruction-Individual Assistance evidenced some discrepancies between the actual and the preferred role. Teachers signified that Function 27, to conduct individual pre-teaching conferences to help teachers plan future activities, and Function 32, to instruct teachers on methods of evaluation or grading in physical education, were not being performed by the supervisors, but should be. They also indicated that supervisors were not assisting teachers in solving specific discipline problems, that they were not visiting teachers only when invited to observe some phase of the teacher's work, and that they were not personally introducing the new teacher to the physical education teachers of the new school. However, teachers were generally evenly divided on the question of whether these should be tasks of the physical education supervisor. Only one of the functions in this category was ranked in the top ten by the teachers. They ranked Function 17, to encourage teachers to experiment with new teaching methods, 9th.

Functions listed under the heading of Improving Instruction-Group Assistance were perceived by teachers as generally being performed by the physical education supervisors, and also that they should be. There was one exception. Teachers indicated that at present supervisors were not conducting social meetings to help promote group cohesiveness. However, 45 percent agreed that they should; about 28 percent disagreed.

There were 3 functions listed under the heading Improving Instruction-Motivation that evidenced disagreement between the actual and preferred role of the physical education as perceived by teachers. They judged that at present supervisors were not encouraging teachers to take university courses to improve professional competence, that they were not helping to keep staff acquainted with new developments and materials in physical education, and they were not providing the Superintendent and the School Board with an appraisal of the teacher's performance. They judged, however that the first two of these functions should be performed by the supervisor; they indicated uncertainty concerning the last one. Function 31 was the highest ranked in this category at 5th by teachers.

An analysis of the perceptions of teachers indicated there was disagreement over the actual and preferred role of the physical education supervisor pertaining to Improving Instruction-Demonstration Teaching. The majority of teachers judged that supervisors were neither teaching demonstration lessons themselves, nor arranging demonstration lessons throughout the school year. They indicated that these functions ought to be performed by the supervisor.

Function 23, to arrange for participation of teachers in in-service training sessions through teaching demonstrations and other appropriate involvement, was ranked the highest of the three functions in this category, at 13th.

> Sub-problem 3. How do supervisors and teachers differ in their perceptions of the present and preferred role of the physical education supervisor?

There were ten functions which evidenced differences between the perceptions of supervisors and teachers. There were no disagreements in the areas of Administration of Physical Resources, Program Development, Public Relations, Staffing and Improving Instruction-Group Assistance.

In the area of Improving Instruction-Individual Assistance the following observations should be noted. Supervisors indicated that the supervisors were, at the present time, conducting individual pre-teaching conferences to help teachers plan future activities, and also instructing teachers on methods of evaluation or grading in physical education. Teachers responded that they were not.

Teachers were evenly divided on the question whether they should be functions of the supervisor to visit the teacher only when invited to observe some phase of the teacher's work, and to personally introduce the new teacher to the physical education teachers of the new school. Supervisors signified both were not.

Teachers responded that at present supervisors were not assisting teachers in solving specific discipline problems, and they were generally divided on the question whether they should. Supervisors indicated that this function was being fulfilled by supervisors, and should be.

Three tasks under the heading of Improving Instruction-Motivation were the subjects of disagreement. Supervisors reported that at the present time the physical education supervisors were encouraging teachers to take university courses to improve professional competency, and also that he was keeping staff acquainted with new developments and materials in physical education. Teachers responded that they were not. Supervisors indicated that supervisors should provide the Superintendent and the School Board with an appraisal of the teacher's performance. Teachers were uncertain.

In the area of Improving Instruction-Demonstration Teaching supervisors perceived that at present the physical education supervisors were teaching demonstration lessons themselves, and also arranging demonstration lessons throughout the school year. Teachers generally reported that they were not.

> Sub-problem 4. Were there any differences in the actual and preferred role of the physical education supervisor, as perceived by teachers, related to such characteristics as sex, teaching experience, professional training, age, level of instruction, and size of school?

1) Sex - From the results obtained disagreement between male and female responses on the actual and preferred role of the physical education supervisor was evidenced. Males responded that the supervisor at present was encouraging the reading of relevant professional literature, that he was planning and scheduling individual and group conferences during the school term, and that he was arranging demonstration lessons throughout the year. Females, in each case, reported that he/she was not. Males signified that the physical education supervisor was not presently providing the Superintendent and the School Board with an appraisal of the teacher's performance, and that he was not attending in-service training with his teachers. Females felt that he/she was.

Concerning the preferred role of the supervisor, females placed more emphasis on the supervisor teaching demonstration lessons himself, while males emphasized more the importance of the supervisor conducting social meetings to promote group cohesiveness, and introducing the new teacher to the physical education teachers of the new school.

2) Teaching Experience - Since in only one item among the various categories of teaching experience was any difference evidenced, teaching experience was not considered an important factor in determining the role of the physical education supervisor. Similar conclusions were drawn by Hrynyk (1963) in his study of supervisory needs in West Jasper Place Schools.

3) Professional Training - In comparing the responses of graduate and post-graduate teachers, results indicated that the post-graduates placed more emphasis on the supervisor conducting individual pre-teaching conferences to help teachers plan activities, and instructing teachers on methods of evaluation or grading in physical education.

Graduate teachers placed more emphasis on the supervisor assisting in making decisions concerning promotion of staff members.

4) Age - There was no disagreement between the two groups concerning the actual or preferred role of the physical education supervisor.

5) Level of Instruction - A comparison of the responses of junior high and high school teachers showed that junior high school teachers placed greater emphasis on the supervisor conducting research and disseminating knowledge to his teachers, assisting teachers with specific discipline problems, and arranging demonstration lessons throughout the year. The majority of junior high school teachers indicated that

this last function was being performed by the supervisor at the present time. High school teachers indicated that it was not.

6) Size of the School - There were only two areas of disagreement between large junior high school teachers and small junior high school teachers. Large junior high school teachers placed more emphasis on assisting in solving specific discipline problems and conducting social meetings to help promote group cohesiveness.

Sub-problem 5. What percentage of his time do teachers perceive that the physical education supervisor should spend in schools and in the office? What percentage of his time does the physical education supervisor actually spend in schools and in the office?

Teachers and supervisors were very much in agreement in answering this particular question. Teachers reported that the supervisor should spend 50.7 percent of his time in schools. Supervisors reported that they actually spent 52.8 percent of their time in schools. Similarly teachers responded that 44.3 percent of his time should be spent in the office, while supervisors signified that they actually spent 47.2 percent in the office.

Sub-problem 6. What percentage of his time do teachers perceive that the physical education supervisor should spend on the administration of physical resources, program development, public relations, staffing, improving instruction? What percentage of his time does the supervisor actually spend in each of these areas?

Two conclusions can be drawn from comparing teacher and supervisor responses to these questions. Teachers suggest that more time should be spent on Public Relations than actually is at present. Also, although supervisors suggest that almost half their time is spent on Improving Instruction, teachers judged that 37.2 percent of their time allotted to this area is sufficient.

Sub-problem 7. How often do teachers meet their supervisors?

Almost half of the teacher respondents reported that they met with their supervisors when required. 20 percent indicated that they met him once a year, and a similar proportion responded once a term.

III. CONCLUSIONS

A number of areas of supervision were identified in the results of this study which have important implications for the physical education supervisor. It would appear that most of the functions specified in this study were perceived to be, and should be, tasks to be fulfilled by the supervisor. If the preferred role of the supervisor may be defined as comprising of the majority of the functions described in the study, the following may well describe the preferred role of the physical education supervisor in Alberta, or be perceived as the preferred job description for the incumbent of this position. The preferred role of the physical education supervisor as perceived by physical education supervisors would include the following responsibilities:

1. To provide teachers with proper and adequate equipment.
2. To advise on the planning of new facilities and maintenance of existing facilities.
3. To make recommendations concerning storage, care and repair of equipment and supplies.
4. To procure and allocate monies for the physical education program and equipment.
5. To help co-ordinate extra-curricular programs.
6. To attend physical education department meetings from time to time to discuss current curricular problems with teachers.
7. To advise on interscholastic and intramural activities.
8. To provide resource persons to discuss specific curricular problems.
9. To assist teachers in curricular planning.
10. To conduct research and disseminate the information to teachers.
11. To interpret the physical education program to the general public.
12. To interpret the physical education program to the School Board members and school administrators.
13. To participate in professional and community projects and organizations.
14. To assist in making decisions concerning the promotion of staff members.

15. To provide appropriate orientation of new staff members.
16. To encourage teachers to evaluate their own classroom performance.
17. To assist teachers in solving specific discipline problems.
18. To encourage teachers to experiment with new teaching methods.
19. To hold individual conferences with teachers following classroom visits.
20. To conduct individual pre-teaching conferences to help teachers plan future activities.
21. To instruct teachers on methods of evaluation or grading in physical education.
22. To consult with teachers about their strengths and weaknesses.
23. To conduct conferences to help incoming teachers plan classroom activities.
24. To organize meetings of teachers facing common problems.
25. To develop an in-service education program for all his teachers.
26. To encourage active participation of teachers in workshops.
27. To conduct group teacher conferences to discuss common school problems.
28. To plan and schedule individual and group conferences during the school term.
29. To encourage the reading of relevant professional literature.

30. To encourage teachers to take university courses to improve professional competence.
31. To schedule formal visits to evaluate teaching performance for the purposes of discovering teacher needs.
32. To provide the Superintendent and the School Board with an appraisal of the teacher's performance.
33. To attend in-service training with his teachers.
34. To help keep staff acquainted with new developments and materials in physical education.
35. To assist teachers in the selection of references and other instructional materials.
36. To teach demonstration lessons himself.
37. To arrange for the participation of teacher in in-service training sessions through teaching demonstrations and other appropriate involvement.
38. To arrange demonstration lessons throughout the year.

The role of the physical education supervisor as perceived by teachers would include the additional task of conducting social meetings to help promote group cohesiveness. The role of the physical education supervisor as perceived by teachers would not include providing the Superintendent and the School Board with an appraisal of the teacher's performance, or assisting teachers with specific discipline problems.

This study indicated that there is general agreement concerning the percentage of time teachers expect supervisors to spend in schools, in the office, and in the various supervisory areas identified in the study, and the percentage of time supervisors report that they spend in these areas.

There are six functions listed in the questionnaire which indicate disagreement between teacher and supervisor perceptions concerning the actual role of the latter. The majority of supervisors report that they are performing the following functions: Functions 7, 8, 19, 27, 31 and 32. The majority of teachers reported that they are not.

The differences in perceptions between supervisors and teachers, relative to the preferred role of the physical education supervisor, appear to comparatively small. The Kendall rank correlation coefficient ($\tau = 0.48$) would support this statement.

IV. IMPLICATIONS

This study has described the role of the physical education supervisor as perceived by supervisors and teachers. Supervisors may compare their role with the role of the supervisor as indicated in this study and attempt to identify bases for differences and either justify or eliminate these differences. Teachers may compare the role of their supervisor and the role suggested in this study and identify situational factors which could be responsible for differences and either justify or eliminate these factors.

This study has identified areas in which there are differences in perceptions between supervisors and teachers as to the actual and preferred role of the physical education supervisor. These differences

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may be resolved by negotiation and compromise and result in a more effective role for the physical education supervisor in Alberta.

V. SUGGESTIONS FOR FURTHER STUDY

The following suggestions are made for further study.

1. A similar study might be made of the rôle of the physical education supervisor in other provinces and the results compared.
2. Further studies could attempt to compare the opinions of central administrators, school board members, and principals regarding the role of the physical education supervisor.
3. A further study could attempt to compare the opinions of supervisors and teachers regarding the role of the physical education teacher.
4. What should be the preparation needs of a physical education supervisor? What should his qualifications be?
5. A study could be made to investigate the opinions of teachers on what they believe constitutes the ideal classroom visitation by the supervisor.

The role of the physical education supervisor will always be changing. It would seem that as much information as possible should be obtained, relevant to the position of physical education supervisor in order to make his role as effective as possible. If this study has provided some information which will eventually mean improved instruction in the gymnasium, on the field or the pool it will have been worthwhile.

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APPENDICES

APPENDIX A

LETTERS OF PERMISSION TO CONDUCT RESEARCH

EDMONTON PUBLIC SCHOOLS

10010 - 107A Avenue Edmonton Alberta T5H 0Z8 Telephone (403) 429-5621

November 29, 1973

Mr. W. A. Kiffiak
Administrative Assistant
Division of Field Experiences
University of Alberta
EDMONTON, Alberta

Dear Mr. Kiffiak

Re: RESEARCH REQUEST - M. S. Hird

This project has been approved on a permissive basis following examination by our department and consultation with Dr. H. Hohol, Supervisor of Physical Education.

I am enclosing a list of the junior and senior high school physical education teachers in the Edmonton Public School System. Perhaps the easiest way to conduct the study would be for Mr. Hird to randomly select his teacher sample from the enclosed list and to directly contact them at the addresses given with his questionnaire and a letter explaining the project.

The questionnaires for the physical education supervisors should be sent to the following persons in our central administration at 10010 - 107A Avenue:

Dr. H. J. Hohol, Supervisor Physical Education
Miss M. Irwin, Assistant Supervisor Physical Education
Mr. J. W. Baker, Assistant Supervisor Physical Education.

I would appreciate receiving a copy of the results of the study as soon as they are available.

Sincerely

Tom Blowers, Ph. D.
Director of Research
Research & Evaluation

TAB/ks

c. c. M. S. Hird
Prof. S. G. Robbins
Dr. H. Hohol

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COOPERATIVE ACTIVITIES PROGRAM

1. **Nature of Activity** (Check One)

Student Teaching Internship__________ Demonstration/ Experimentation________

Special Practicum_______________ Research___________

2. **Organization to be Involved**

Edmonton Public School System_____ County of Strathcona_____

Edmonton Separate School System____ St. Albert Protestant/ Separate School System___

N. A. I. T. ______________

U. of A. Faculty of_______________ Other_____________

3. **Requestor** (staff member)

Name_____________ Position____________ Date_________________

Request made on behalf of_____________________________________

4. **Description of Activity** - Include title, objectives, procedure, evaluation, techniques, etc.

Thesis Research

Title of Thesis: The Role of the Physical Education Supervisor as Perceived by Supervisors and Physical Education Teachers.

Objectives: An attempt to define more clearly the role of the Physical Education Supervisor in Alberta.

A questionnaire covering the various areas of competence at present expected of the P. E. supervisor, will be sent to a sample of junior and senior high school physical education teachers. The same questionnaire will be sent to physical education supervisors currently employed in Edmonton in an attempt to discover areas of agreement and disagreement over the expectation for the supervisor's role.

Questionnaire completion time - 15 minutes.

5. Anticipated value to requestor

6. Anticipated value to cooperating organization

7. Estimate of cost (see remuneration guidelines)

8. Suggested personnel, schools and times

____

____

____

____

____

____

For Office Use Only

Approved by____________Division of Field Experiences Date__________

Approved by____________________________________ Date__________

Subject to the following conditions:

(a) A report of the results of findings of this project is required by the cooperating school system (Check One) yes___ no___

(b) Other

PLEASE contact the following people directly to make arrangements for your study:

CALGARY BOARD OF EDUCATION

Education Centre Building, 515 Macleod Trail S. E.
Calgary, Alberta T2G 2L9, Telephone: 267-9910 (Area Code 403)

January 16, 1974

Mr. M. S. Hird
P. O. Box 1213
SPRUCE GROVE, Alberta

RE: YOUR STUDY: THE ROLE OF THE PHYSICAL EDUCATION SUPERVISOR

Please be advised that permission to conduct your study in the schools of the Calgary Board of Education has been granted by this office. The permission granted indicates only that we have no objection to the study you propose. It does not imply that teachers or principals are required to cooperate with you.

If you need assistance in making arrangements for this study, I will be available to assist in making the necessary contacts.

May I wish you every success in your studies.

K. E. NICHOLS - RESEARCH OFFICER
DEPARTMENT OF CURRICULUM SERVICES

G. L. FOWLER
SUPERINTENDENT OF INSTRUCTION

928414/as

NOTE: Item in Instructional Bulletin.

CALGARY ROMAN CATHOLIC SEPARATE SCHOOL DISTRICT I/CATHOLIC SCHOOL CENTRE/
300 - 6th AVE. S.E., CALGARY, ALTA. T2G 0G5/TEL. 264-1610

OFFICE OF THE DIRECTOR OF EDUCATION

OUR FILE NO:

January 15, 1974

Mr. Michael S. Hird
P. O. Box 1213
Spruce Grove, Alberta

Dear Mr. Hird:

I have received your questionnaire re: "The role of the Physical Education Supervisor" and am assuming same has been sent to some of the Physical Education teachers in our system. I would like to have a copy of the cumulated data when it is complete.

Yours truly,

LeRoy A. Pelletier
Supervisor, Physical Education

/wgr

Copy: Dr. J. A. Earle, Director of Education

LETHBRIDGE SCHOOL DISTRICT NO. 51
433 - 15th St. South
LETHBRIDGE, ALBERTA
T1J 2Z5

January 9th, 1974.

Mr. M. S. Hird,
P. O. Box 1213,
Spruce Grove,
Alberta.

Dear Mr. Hird:

Permission is granted to contact our Physical Education supervisors as well as a teacher sample as outlined in your letter of January 7th, 1974.

Although we have granted you permission to make these contacts, we cannot guarantee the response you will receive will be one hundred percent.

Sincerely yours,

R. P. Plaxton, Ph. D.
Superintendent of Schools.

RPP/ab

APPENDIX B

QUESTIONNAIRE

FACULTY OF PHYSICAL EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON 7, ALBERTA, CANADA

DEPARTMENT OF EDUCATIONAL SERVICES

Home address: P. O. Box 1213,
Spruce Grove,
Alberta.

January 1974.

Dear Sir/Madam,

Could you possibly find a few minutes to complete the enclosed questionnaire, which has been drawn up in an attempt to define more clearly the Role of the Physical Education Supervisor here in Alberta? This questionnaire is being sent out to a sample of Physical Education teachers and also to all the Physical Education Supervisors employed in Alberta, in order to discover areas of agreement and disagreement over the latters' role.

Although the results of the study will be incorporated as part of the writer's thesis, in partial fulfillment of the requirements for an M. Ed. degree from the University of Alberta, it is hoped that they will also prove helpful to future Physical Education supervisors and teachers.

Thank you for your anticipated co-operation.

Yours sincerely,

Michael S. Hird.

Section A

BACKGROUND INFORMATION (Supervisors only)

1. Present position:-
2. Sex:- Male ( ). Female ( ).
3. Age:- Under 21 ( ), 21-30 ( ), 31-40 ( ), 41-50 ( ), 51-60 ( ), over 60 ( ).
4. Professional training:-

   Teacher training college. ( ).

   Bachelor's degree in a faculty other than education. ( ).

   B. Ed. ( ).

   B. P. E. ( ).

   Graduate diploma in Education. ( ).

   Specialization..............................

   Master of Education degree. ( ).

   Specialization..............................

   Ph. D. or Ed. D. ( ). Specialization...................

   Other. Please specify.....................................
5. Total number of years' teaching experience:- One year ( ), 2-4 years ( ), 5-8 years ( ), 9-12 years ( ), 13-16 years ( ), 16-20 years ( ), 20 or more years ( ).
6. Total number of years in your present position..................

Section A

BACKGROUND INFORMATION (Teachers only)

1. Present position. Junior High School ( ), Junior-Senior High School ( ), Senior High School ( ).
2. Sex:- Male ( ). Female ( ).
3. Age:- Under 21 ( ), 21-30 ( ), 31-40 ( ), 41-50 ( ), 51-60 ( ), over 60 ( ).
4. Professional training:-

   Teacher training college. ( ).

   Bachelor's degree in a faculty other than education. ( ).

   B. Ed. ( ).

   B. P. E. ( ).

   Graduate diploma in Education. ( ).

   Specialization.................................

   Master of Education. ( ). Specialization..............

   Ph. D. or Ed. D. ( ). Specialization...................

   Other. Please specify...............................
5. Total number of years of teaching experience:- One year ( ), 2-4 years ( ), 5-8 years ( ), 9-12 years ( ), 13-16 years ( ), 16-20 years ( ), 20 or more years ( ).
6. Total number of Physical Education teachers in your department....................

Section B

Listed below is a series of functions sometimes assigned to physical education supervisors. Indicate in COLUMN I whether the function "is" or "is not" a physical education supervisor's function in your school by placing a checkmark (✓) in the appropriate column.

Then in COLUMN II indicate whether you "strongly agree" (SA), "agree" (A), "are uncertain" (Unc), "disagree" (D), or "strongly disagree" (SD) with the stated item, by placing a checkmark (✓) in the appropriate column.

Be sure to check one response in both COLUMN I and COLUMN II for each function listed.

COLUMN I			COLUMN II				
Is	Is not	The physical education supervisor's function is	SA	A	Unc	D	SD
		1. To assist in making decisions concerning the promotion of staff members.					
		2. To conduct conferences to help incoming teachers plan classroom activities.					
		3. To provide teachers with proper and adequate equipment.					
		4. To interpret the physical education program to the general public.					
		5. To encourage teachers to evaluate their own classroom performance.					

COLUMN I			COLUMN II				
Is	Is not	The physical education supervisor's function is	SA	A	Unc	D	SD
		6. To organize meetings of teachers facing common problems.					
		7. To teach demonstration lessons himself.					
		8. To assist teachers in solving specific discipline problems.					
		9. To develop an inservice education program for all his teachers.					
		10. To help co-ordinate extra-curricular programs.					
		11. To conduct social meetings to help promote group cohesiveness.					
		12. To encourage the reading of relevant professional literature.					
		13. To advise on the planning of new facilities and maintenance of existing facilities.					
		14. To provide for appropriate orientation of new staff members.					
		15. To attend physical education department meetings from time to time to discuss current curricular problems with teachers.					
		16. To visit the teacher only when invited to observe some phase of the teacher's work.					
		17. To encourage teachers to experiment with new teaching methods.					
		18. To encourage active participation of teachers in workshops.					

COLUMN I			COLUMN II				
Is	Is not	The physical education supervisor's function is	SA	A	Unc	D	SD
		19. To encourage teachers to take university courses to improve professional competence.					
		20. To adopt a "power over" rather than a "power with" type of authority with his teachers.					
		21. To hold individual conferences with teachers following classroom visits.					
		22. To schedule formal visits to evaluate teaching performance for the purposes of discovering teacher needs.					
		23. To arrange for the participation of teachers in in-service training sessions through teaching demonstration and other appropriate involvement.					
		24. To advise on interscholastic and intramural activities.					
		25. To provide the Superintendent and the School Board with an appraisal of the teacher's performance.					
		26. To provide resource persons to discuss specific curricular problems.					
		27. To conduct individual pre-teaching conferences to help teachers plan future activities.					
		28. To personally introduce the new teacher to the physical education teachers of the new school.					
		29. To attend in-service training with his teachers.					

COLUMN I			COLUMN II				
Is	Is not	The physical education supervisor's function is	SA	A	Unc	D	SD
		30. To conduct group teacher conferences to discuss common school problems.					
		31. To help keep staff acquainted with new developments and materials in physical education.					
		32. To instruct teachers on the methods of evaluation or grading in physical education.					
		33. To consult with teachers about their strengths and weaknesses.					
		34. To assist teachers in curricular planning.					
		35. To be solely responsible for recruiting, selecting, placement, and promotion of his personnel.					
		36. To plan and schedule individual and group conferences during the school term.					
		37. To make recommendations concerning storage, care and repair of equipment and supplies.					
		38. To arrange demonstration lessons throughout the year.					
		39. To procure and allocate monies for the physical education program and equipment.					
		40. To assist teachers in the selection of references and other instructional materials.					

COLUMN I			COLUMN II				
Is	Is not	The physical education supervisor's function is	SA	A	Unc	D	SD
		41. To conduct research and disseminate the information to teachers.					
		42. To interpret the physical education program to the School Board members and school administrators.					
		43. To participate in professional and community projects and organizations.					

Section C

A. What percentage of his time do you think your supervisor should spend

i) In schools? (%).

ii) In the office? (%).

iii) Other. Please specify.........................

B. What percentage of your supervisor's time do you think should be spent on

i) Administration of physical resources? (%).

ii) Program Development? (%).

iii) Public Relations? (%).

iv) Staffing? (%).

v) Assisting teachers? (%) (On an individual or group basis; motivating and evaluating; by using demonstration teaching techniques).

vi) Other. Please specify.........................

C. How often do you personally meet your supervisor?

Once every two weeks. ( ). Once a month. ( ).

Once a term. ( ). Once a year. ( ). As required. ( ).

Other..

APPENDIX C

SUPERVISOR AND TEACHER RANKINGS OF THE FUNCTIONS LISTED IN SECTION B OF THE QUESTIONNAIRE

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
CATEGORY: ADMINISTRATION OF PHYSICAL RESOURCES				
3. To provide teachers with proper and adequate equipment	4.19	24	4.11	7
13. To advise on the planning of new facilities and maintenance of existing facilities	4.81	1	4.16	3
37. To make recommendations concerning storage, care and repair of equipment and supplies	4.56	8	3.75	23
39. To procure and allocate monies for the physical education program	3.81	34	4.01	10
CATEGORY: PROGRAM DEVELOPMENT				
10. To help coordinate extra-curricular programs	4.31	19	3.96	13
15. To attend physical education department meetings from time to time to discuss current curricular problems with teachers	4.75	4	4.24	1
24. To advise on interscholastic and intramural activities	4.50	11	4.00	12
26. To provide resource persons to discuss specific curricular problems	4.19	24	3.89	18
34. To assist teachers in curricular planning	4.63	5	3.82	21
41. To conduct research and disseminate the information to teachers	3.88	32	3.43	34

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
CATEGORY: PUBLIC RELATIONS				
4. To interpret the physical education program to the general public	4.38	15	4.19	2
42. To interpret the physical education program to the School Board members and School Administrators	4.31	19	4.12	6
43. To participate in professional and community projects and organizations	3.94	30	3.69	24
CATEGORY: STAFFING FUNCTION				
1. To assist in making decisions concerning the promotion of staff members	4.25	22	3.50	30
14. To provide for appropriate orientation of new staff members	4.63	5	3.93	16
20. To adopt a "power-over" rather than a "power-with" type of authority with his teachers	1.63	43	2.17	43
35. To be solely responsible for recruiting, selecting, placement and promotion of his personnel	2.94	40	2.52	42
CATEGORY: IMPROVING INSTRUCTION-INDIVIDUAL ASSISTANCE				
5. To encourage teachers to evaluate their own classroom performance	4.81	1	3.93	16
6. To assist teachers in solving specific discipline problems	3.56	37	3.02	41
16. To visit the teacher only when invited to observe some phase of the teacher's work	2.44	42	3.04	40
17. To encourage teachers to experiment with new teaching methods	4.50	11	4.03	9
21. To hold individual conferences with teachers following classroom visits	4.63	5	3.89	18

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
CATEGORY: Improving Instruction-Individual Assistance (Continued)				
27. To conduct individual pre-teaching conferences to help teachers plan future activities	3.94	30	3.46	33
28. To personally introduce the new teacher to the physical education teachers of the new school	2.81	41	3.08	39
32. To instruct teachers on the methods of evaluation or grading in physical education	4.00	29	3.38	35
33. To consult with teachers about their strengths and weaknesses	4.38	15	3.68	25
CATEGORY: IMPROVING INSTRUCTION-GROUP ASSISTANCE				
2. To conduct conferences to help incoming teachers plan classroom activities	4.56	8	3.96	13
6. To organize meetings of teachers facing common problems	4.01	10	4.35	18
9. To develop an in-service education program for all his teachers	4.81	1	3.88	20
11. To conduct social meetings to help promote group cohesiveness	3.13	39	4.15	4
18. To encourage active participation of teachers in workshops	4.44	13	4.04	8
30. To conduct group teacher conferences to discuss common school problems	3.61	28	3.75	34
36. To plan and schedule individual and group conferences during the school term	4.25	22	3.68	25
CATEGORY: IMPROVING INSTRUCTION-MOTIVATION				
12. To encourage reading of relevant professional literature	4.44	13	3.49	31
19. To encourage teachers to take university courses to improve professional competence	3.75	34	3.32	36

Function	Supervisor Mean Response	Rank Order	Teacher Mean Response	Rank Order
CATEGORY: Improving Instruction-Motivation (Continued)				
22. To schedule formal visits to evaluate the teaching performance for the purposes of discovering teacher needs	3.88	32	3.55	29
25. To provide the Superintendent and the School Board with an appraisal of the teacher's performance	3.38	38	3.15	38
29. To attend in-service training with his teachers.	4.19	24	3.68	35
31. To help keep staff acquainted with new developments and materials in physical education	4.56	8	4.14	5
40. To assist teachers in the selection of references and other instructional materials	4.06	28	3.77	22
CATEGORY: IMPROVING INSTRUCTION-DEMONSTRATION TEACHING				
1. To teach demonstration lessons himself	4.31	19	3.49	31
23. To arrange for the participation of teachers in in-service training sessions through teaching demonstrations and other appropriate involvement	4.38	15	3.96	13
38. To arrange demonstration lessons throughout the year	4.13	27	3.30	37

APPENDIX D

SUPERVISOR AND TEACHER RANKINGS OF THE FUNCTIONS LISTED IN SECTION B OF THE QUESTIONNAIRE

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
CATEGORY: ADMINISTRATION OF PHYSICAL RESOURCES							
3. To provide teachers with proper and adequate equipment	24	3	3	1	23	10	6
13. To advise on the planning of new facilities and maintenance of existing facilities	1	8	9	5	1	1	23
37. To make recommendations concerning storage, care and repair of equipment and supplies	8	27	13	17	27	25	27
39. To procure and allocate monies for the physical education program	34	8	23	6	6	5	18
CATEGORY: PROGRAM DEVELOPMENT							
10. To help co-ordinate extra-curricular programs	19	19	18	10	4	10	12
15. To attend physical education department meetings from time to time to discuss current curricular problems with teachers	4	1	5	1	6	2	16
24. To advise on interscholastic and intramural activities	11	6	23	8	1	7	21
26. To provide resource persons to discuss specific curricular problems	24	29	18	6	20	16	12
34. To assist teachers in curricular planning	5	3	13	20	23	21	23
41. To conduct research and disseminate the information to teachers	32	27	41	27	33	31	21

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
CATEGORY: PUBLIC RELATIONS							
4. To interpret the physical education program to the general public	15	2	3	3	14	2	20
42. To interpret the physical education program to the School Board members and school administrators	19	19	2	12	4	5	6
43. To participate in professional and community projects and organizations	30	31	18	24	23	14	26
CATEGORY: STAFFING							
1. To assist in making decisions concerning the promotion of staff members	22	25	12	33	40	16	35
14. To provide for appropriate orientation of new staff members	5	8	16	13	6	27	6
20. To adopt a "power-over" rather than a "power-with" type of authority with his teachers	43	43	43	43	43	42	43
35. To be solely responsible for recruiting, selecting placement and promotion of his personnel	40	40	42	42	42	43	42
CATEGORY: IMPROVING INSTRUCTION-INDIVIDUAL ASSISTANCE							
5. To encourage teachers to evaluate their own classroom performance	1	19	9	21	20	13	6
8. To assist in solving specific discipline problems	37	6	5	10	12	20	12

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
CATEGORY: Improving Instruction-Individual Assistance (Continued)							
16. To visit the teacher only when invited to observe some phase of the teacher's work	42	35	38	33	38	40	39
17. To encourage teachers to experiment with new teaching methods	11	4	5	13	6	10	4
21. To hold individual conferences with teachers following classroom visits	5	12	5	17	21	4	10
27. To conduct individual pre-teaching conferences to help teachers plan future activities	30	42	33	31	27	31	34
28. To personally introduce the new teacher to the physical education teachers of the new school	41	25	41	36	41	36	41
32. To instruct teachers on the methods of evaluation or grading in physical education	29	29	36	24	36	30	35
33. To consult with teachers about their strengths and weaknesses	15	31	18	36	15	16	16
CATEGORY: IMPROVING INSTRUCTION-GROUP ASSISTANCE							
2. To conduct conferences to help incoming teachers plan classroom activities	8	3	13	8	23	14	11
6. To organize meetings of teachers facing common problems	10	6	5	10	12	20	12
9. To develop an in-service education program for all his teachers	1	22	28	21	6	24	2

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
11. To conduct social meetings to help promote group cohesiveness	39	33	39	36	33	36	39
18. To encourage active participation of teachers in workshops	13	14	11	21	11	9	1
30. To conduct group teacher conferences to discuss common school problems	28	14	29	27	17	33	29
36. To plan and schedule individual and group conferences during the school term	22	14	23	17	33	27	23
CATEGORY: IMPROVING INSTRUCTION-MOTIVATION							
12. To encourage reading of relevant professional literature	13	22	35	30	30	36	27
19. To encourage teachers to take university courses to improve professional competence	34	33	30	33	38	35	31
22. To schedule formal visits to evaluate the teaching performance for the purposes of discovering teacher needs	32	40	23	27	17	21	31
25. To provide the Superintendent and the School Board with an appraisal of the teacher's performance	38	37	30	41	36	33	38
29. To attend in-service training with his teachers	24	14	33	16	32	27	18
31. To help keep staff acquainted with new developments and materials in physical education	8	8	18	4	1	7	3

Function	Sup	MHS	FHS	MLJHS	FLJHS	MSJHS	FSJHS
CATEGORY: Improving Instruction-Motivation (Continued)							
40. To assist teachers in the selection of references and other instructional materials	28	14	30	24	17	21	12
CATEGORY: IMPROVING INSTRUCTION-DEMONSTRATION TEACHING							
7. To teach demonstration lessons himself	19	37	1	32	21	36	30
23. To arrange for the participation of teachers in in-service training sessions through teaching demonstrations and other appropriate involvement	15	12	16	13	15	16	4
38. To arrange demonstration lessons throughout the year	27	35	37	36	27	26	31

Key: Sup = Supervisor
MHS = Male high school teacher
FHS = Female high school teacher
MLJHS = Male teaching in a large junior high school
FLJHS = Female teaching in a large junior high school
MSJHS = Male teaching in a small junior high school
FSJHS = Female teaching in a small junior high school